

# **Brockhampton Primary School**

## **Behaviour and Relationships Policy**

<b>Policy Adopted</b>	<b>February 2020</b>
<b>Minutes Reference</b>	
<b>Date of Next Review</b>	<b>February 2021</b>

**Signature of Chair of Interim Academy Board:**

### **Our aims**

***We aim to create stimulating and caring environment where all children, irrespective of race, gender or disability, learn:***

- to be increasingly confident and independent – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
- to value others and their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, ability, colour, religion or culture;
- to develop a feeling of corporate responsibility by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

**The school works to achieve these aims by:**

- planning a broad and balanced curriculum which will develop to the full each child's intellectual, physical, social, aesthetic and moral development;
- structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development;
- providing clearly-defined and consistent boundaries which are carefully explained to the children;
- acting as role-models by demonstrating the positive behaviour we wish to encourage among the children;
- providing a supportive environment where appropriate behaviour is encouraged, noticed and praised;
- all staff applying the principles of the behaviour policy at all times

### **Our expectations – what does good behaviour “look like” at Brockhampton?**

Central to our expectations for behaviour is the understanding that each day, our actions and the way we behave have the potential to make our school a better place to be. Therefore, we should always be aware of our actions and their consequences – we should always be thinking what kind of school do I want this to be and how is my behaviour contributing to that?

Expectations for behaviour in all areas of the school (classrooms, playground, dining hall, cloakrooms and corridors) are underpinned by our School Rules:

1. ***Follow instructions*** – from all staff straight away to show respect
2. ***Be kind and polite*** – to show that we value and are considerate of others
3. ***Try your best*** – work hard in and out of the classroom to achieve your potential
4. ***Look after our school*** – our building, environment and equipment, for all to share
5. ***Stay safe*** – move and act sensibly to keep yourself and others safe

These rules are to be introduced one at a time (one per day) and discussed in each class so that children understand them and what they “look” like in reality (see appendices 1-4).

They are to be displayed prominently in classrooms and other areas of the school, and referred to by staff. If class teachers so desire, they can provide the basis for agreeing a set of individual class rules that are age appropriate, simple to remember and regularly revisited.

***The vision and aims of this policy rely on a common understanding of what we are trying to achieve and expectations being reinforced by all staff at all times.***

### **Behaviour Management – how do we manage behaviour in the classroom?**

In order to achieve high standards of behaviour it is essential that pupils are taught what good behaviour is, it is noticed/acknowledged, and supported using a variety of classroom management strategies.

- planning a broad and balanced curriculum which will develop to the full each child’s intellectual, physical, social, aesthetic and moral development;
- structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development;
- acting as role-models by demonstrating the positive behaviour we wish to encourage among the children;
- providing a supportive environment where appropriate behaviour is encouraged, noticed and praised;
- explicitly and frequently reminding children of your expectations e.g. before assembly remind class that they walk in and out silently, expected assembly behaviour etc
- speaking to children courteously, without the use of sarcasm
- smiling

- proximity praising e.g. if a child is not yet listening praise a child nearby who is
- ensuring careful, considered seating (lining up) of children, at tables, on the carpet, in assembly etc
- quiet, calm voices and facial expressions showing children how their behaviour has made the adult feel
- use of 'choice' language with a child e.g. you can choose to put that away and return to the carpet OR you can carry on playing with it and get a warning
- tactical ignoring (to be used with caution and only for behaviour that is NOT hurting or distracting others) and praise children who ignore well
- explicit teaching and explaining of behaviour management strategies
- active breaks as energizing/ calming activities between lessons and to refocus
- use of music for tidying up/calming down/quiet snack times etc
- if a child has needed support with their behaviour during a morning or a child finds it hard to conform during lunchtimes/ playtimes, members of staff support children in a variety of ways, for example a teacher may spend a few minutes with a child to explain expectations for playtime or may give a child jobs to help them avoid conflict at playtime.

***Before receiving support/intervention with behaviour management in the classroom, staff will be expected to demonstrate that the strategies suggested above are in place and not working. The Behaviour Environment Checklist (Appendix 5) may also be used before any specific support, in particular that requiring the deployment of extra adults, is provided.***

## **The Behaviour Management Systems**

We use two systems:

**Zone Boards** to reward or sanction **attitude and behaviour**

**Rainbow Points** to reward effort/achievement with **work**

### **Zone Boards**

Each KS1 and KS2 classroom has a Zone Board as a tool for managing behaviour.

At the start of each day all pupils start in the green zone. If a pupil works well and behaviour is good they may move up to silver and then up to gold. If a pupil receives a warning about their behaviour they will move down a level. If a pupil is moved down to orange then they must make a real effort to make the correct behavioural choices given to them by the teacher. If the correct choices are not made then the child may enter the red zone.

Children in red are to miss the next available playtime (15 minutes of lunch play should lunchtime be the next available time) and this is to be recorded in the class behaviour book. Should a child end the day in red twice in the same week, class teachers are to discuss the issue with parents. Should there be no improvement in behaviour, class teachers should seek advice from their line manager.

Conversations about an individual's behaviour, should make explicit the impact that behaviour is having on their own and others' learning.

### **Rainbow Points**

Rainbow points are awarded to children to recognise excellent effort /achievement with their work. They are an acknowledgement of an individual's effort to meet those expectations of learning behaviours that make our school a better place to be. They can be awarded verbally during lessons or when work is marked. Children record their points on their class chart and receive the relevant coloured badge in celebration assembly when the required totals have been met. A rule of thumb is 15 points per half term.

We work hard to acknowledge and praise (and consequently reinforce) good behaviour. We work hard to draw attention to and "shine the light" on those behaviours that make our school a better place to be. We believe in motivating children and making them feel that good behaviour is noticed and valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

Other ways in which staff can acknowledge and reward appropriate behaviour include:

- A smile
- Non verbal signals e.g. thumbs up
- Verbal praise

- More responsibility
- Monitor roles in class
- Being trusted to do exciting activities
- Stickers/stamps/points
- Sharing work/ achievement - to another class to show work etc
- Marked work –positive comments
- Head Teacher’s Award and assembly certificates–recorded praise
- Parents informed of success
- Target certificates and stickers
- Peer acknowledgement
- Points/ rewards for groups/ tables
- Class reward system such as names in a bag, marble jar, Table Points etc

### **Celebration Assembly**

Every Friday, celebration assembly is an opportunity to share success and achievement with the entire school, celebrating individuals’ efforts to meet expectations of learning and behaviour. The assembly will acknowledge and celebrate:

Learner of the Week	One per class – awarded for outstanding effort and/or achievement with their work and attitude to learning
Star of the Week	One per class – awarded for outstanding contribution to the school and its values
Values Passion Empathy Determination Responsibility Team Work Independence	Nominated by the children – those individuals who have demonstrated the Brockhampton Values over the course of the week
Rainbow Points	Coloured badges for those children reaching totals on class chart
Class Attendance Certificates	Top three classes with the highest attendance
Head Teacher’s Award	Nominated by the staff for outstanding effort and contribution to making the school a better place to be

## Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register disapproval of unacceptable behaviour and to protect the security and stability of the school community. Incidents of poor behaviour requiring sanction, are to be recorded in the class behaviour book and monitored weekly by the Deputy Head.

The use of these sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- Sanctions must be appropriate to the incident.
- Sanctions should be imposed as close to the incident as possible
- A child who has been selected to play for a school team (eg. football) may have this privilege removed as they are not behaving as a positive role model for other children.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishments should be avoided as they breed resentment.

Sanctions include:

- Missing a morning/lunchtime play session (for being in red)
- Not participating in extra-curricular activities.
- Implementing a home-school report sheet, completed daily by home and school.
- Being withdrawn from the class for a short time. The child should complete and discuss a “reflection log” before returning to class (appendix 6) and this is then stuck in the class behaviour book.
- Being withdrawn by the Headteacher for a short period (either through internal exclusion or general exclusion).

In accordance with the Disability Discrimination Act, we sometimes have to make reasonable adjustments to behaviour procedures and practices to meet the needs of some of our children. Reasonable adjustment may include adaptations to the ‘expectation’ and/or sanctions to take into account individual pupil needs, abilities, emotional and/or social difficulties.

- Where behaviour is persistently below the standard required the pupil will be entered on the Special Needs register and strategies set up by the class teacher with the SENCo. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents and other professionals.
- Strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all who work with the child, the parents and the child themselves where age is appropriate. This will include setting up an IBP (Individual Behaviour Plan) for that pupil.
- TA time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the child’s needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the Head and SENCo may set up a Pastoral Support Plan with a view to preventing the child from being excluded. This plan will involve the parents, pupil, teachers and TAs and any external professionals involved with the child.
- In very extreme circumstances, the Headteacher may exclude a child from school either for a fixed period or indefinitely.

## **Exclusion**

Exclusion is seen very much as a last resort. It is generally used for episodes of violence against staff or pupils (where the health and safety of the school community is jeopardised), or for persistent disruptive behaviours. Only the Headteacher or his/her representative may issue an exclusion. The person issuing the exclusion must complete the paperwork and send copies to the Local Authority within 24 hours. Parents must also receive a letter outlining the reason for and period of exclusion within 24 hours. On return to school, the Headteacher will conduct a reintegration meeting with parents and excluded pupil. Work is provided for children where fixed term exclusions have been issued. In the majority of cases fixed term exclusions will be issued, but ultimately permanent exclusion may be used. In the case of permanent exclusions, the Local Authority will be involved. Sometimes if a school placement has broken down, a child may benefit from a 'managed transfer' to another primary school. This option will be discussed with parents and the Local Authority will be involved.

### **Behaviour Management – how do we manage behaviour on the Playground ?**

It is important that excellent standards of behaviour are maintained at lunchtime and that children are aware of what is and is not acceptable.

This is the time of the day when children are most able to interact socially with their friends and peers. They are aware that at this time they are responsible to the adults on duty and should treat them with respect and courtesy.

***Instances of inappropriate behaviour are to be “unpicked” and the reasons behind the behaviour, identified.***

They are then to be dealt with by the following playtime sanctions, linked to the whole school approach.

***1. Verbal warning for one off low level behaviour i.e. out of bounds (on mud), silliness causing accident, low level unkindness i.e. you can't play, disrespectful attitude etc.***

***2. “Time Out” to think for 5 minutes in designated area and the member of staff on duty informs the class teacher at the end of lunchtime. The class teacher is then to decide on the appropriate action.***

***3. The child is brought in by a member of staff on duty to their class teacher if:***

- a child is rude to a grown up or answers back
- low level behaviour is repeated after a “Time Out”
- physical harm or injury with INTENT to hurt or repeated incidents
- serious verbal abuse (including rude gestures or use of sexually explicit language) with INTENT to cause emotional hurt
- breaking the law for example, stealing, damage to property
- racial harassment
- repeated bullying towards a child
- deliberate defiance



## **Appendix 1**

### **Classroom Expectations – how it “looks”**

Whole school rules underpin all expectations in the classroom and are to be reinforced by all staff at all times:

1. **Follow instructions** – from all staff straight away to show respect
2. **Be kind and polite** – to show that we value and are considerate of others
3. **Try your best** – work hard in and out of the classroom and achieve your potential
4. **Look after our school** – our building, environment and equipment for all to share
5. **Stay safe** – move and act sensibly to keep yourself and others safe

- All children will be taught and expected to apply the key aspects of Active Listening
  - Sit still
  - Look at the person who’s talking
  - Listen to all the words
  - Think about the words being spoken
- Children are to enter and leave the classroom quietly and calmly
- Children’s uniform should be smart – ties done up, shirts tucked in
- Staff must insist on “please” and “thank you”
- Children are to concentrate on that which they have been asked to do
- Whilst working, children are not to talk about things unrelated to the task ie remain focussed and “on-task”
- When writing, children are to have their spare hand on the book or page
- Children are to sit up in an appropriate working position and have chairs tucked in
- Children are to use a sharp pencil or quality pen
- Children are to keep table trays tidy and ready for use
- Children are to move from carpet to desks quietly and calmly
- Children are to try their best at all times

## **Appendix 2**

### **Playground Expectations – How it “looks”**

Whole school rules underpin all expectations on the playground and are to be reinforced by all staff at all times:

1. **Follow instructions** – from all staff straight away to show respect
  2. **Be kind and polite** – to show that we value and are considerate of others
  3. **Try your best** – work hard in and out of the classroom and achieve your potential
  4. **Look after our school** – our building, environment and equipment for all to share
  5. **Stay safe** – move and act sensibly to keep yourself and others safe
- Stay on the playground unless you have had permission to leave it
  - Coats on in cold/wet weather
  - If you see rubbish on the floor, pick it up and put it in the bin
  - If you see play equipment out, help tidy it away
  - No children should be in classrooms at break unless supervised by an adult
  - Children not to be sent outside unless adult present
  - Stand still when whistle is blown and stop talking
  - Move to where an adult can see you
  - Look at the adult who is calling the classes to line up
  - Line up quietly and calmly when class is called
  - Line up with no talking and show teacher you're ready
  - Walk into school in lines, without talking
  - Children should be reminded to go to the toilet during playtime not when it's time to line up or lessons are about to start
  - Children should be reminded to fill water bottles during playtime – or have monitors do so
  - Children are not to go on the steps by the main entrance or the railings by Pre-School

### **Appendix 3**

#### **Dining Hall Expectations – How it “looks”**

Whole school rules underpin all expectations in the dining hall and are to be reinforced by all staff at all times:

1. **Follow instructions** – from all staff straight away to show respect
  2. **Be kind and polite** – to show that we value and are considerate of others
  3. **Try your best** – work hard in and out of the classroom and achieve your potential
  4. **Look after our school** – our building, environment and equipment for all to share
  5. **Stay safe** – move and act sensibly to keep yourself and others safe
- Children entering the dining hall should wait to be seated
  - Walk at all times
  - Staff must insist on “please” and “thank you”
  - Children should tidy up any mess they have made themselves
  - Noise should be kept at a reasonable level ie talking to the people next to them, not shouting to the people at the other end of the table
  - Sit and wait patiently on the benches
  - Children should leave as soon as they have finished eating
  - Children should tuck their chairs under when leaving the hall
  - Children should be encouraged to serve themselves water from the jugs on the table
  - Children should be encouraged to clear their own plates in to the bin

## **Appendix 4**

### **Cloakrooms and Corridor Expectations – How it “looks”**

Whole school rules underpin all expectations in cloakrooms and corridors and are to be reinforced by all staff at all times:

1. **Follow instructions** – from all staff straight away to show respect
  2. **Be kind and polite** – to show that we value and are considerate of others
  3. **Try your best** – work hard in and out of the classroom and achieve your potential
  4. **Look after our school** – our building, environment and equipment for all to share
  5. **Stay safe** – move and act sensibly to keep yourself and others safe
- 
- Walk quietly and calmly at all times in school
  - Walk on the left down the corridor
  - Hang coats and bags quickly and quietly
  - Pick up coats and bags even if they do not belong to you
  - Leave the cloakroom area as soon as you have put your things away or are ready to go out
  - Be considerate of others and their belongings
  - Children are to hold doors open for adults as they move around the school
  - Children are to say “thank-you” if someone holds the door open for them or lets them through first

## **BEHAVIOUR ENVIRONMENT CHECKLIST**

😊 = Strongly Agree – no real room for improvement.

☹️ = Disagree – very significant need for action

Completing the following will help you recognise where gaps are and things that need sorting out.

	☹️		😊		😊
	1	2	3	4	5

### **SECTION A Classroom Organisation**

21. Equipment is easily accessible					
22. Furniture arranged to best effect					
23. Appropriate ambient temperature					
24. Sufficient ventilation					
25. Lighting sufficient					
26. No glare					
27. Materials well labelled and located					
28. Ease of movement in room					
29. Appropriate storage of pupils' belongings					
30. Pupils are grouped appropriately					
31. Pupils are placed reflecting social relationships					

32. Room organisation meets differing curriculum demands					
33. White board, etc. easily seen					
34. Furniture suitable					
35. Classroom looks like a good work environment					
36. Sufficient space					
37. Quiet external environment					
38. Other (specify) . . . . .					

## SECTION B Classroom Management

39. Teacher arrives on time to collect the children from the playground and supervises the children in the cloakroom					
40. Teacher's voice is clear					
41. Instructions are clear					
42. Good behaviour is noticed and acknowledged					
43. Small achievements recognised					
44. A pupil's good behaviour is 'named' and reflected back					
45. The teacher acts as a role model for desired behaviour					
46. Materials and equipment are prepared					
47. Pupils bring correct equipment					
48. Lessons well prepared					
49. Curriculum delivery is varied					
50. Curriculum delivery is differentiated					
51. Timetable is arranged to best effect					
52. Peer support is used to best effect					

53. Adult support is used to best effect					
<b>SECTION C Classroom rules and routines:</b> <b><i>Rules</i></b>					
54. Are few in number and clearly phrased					
55. Are negotiated with, and understood, by pupils					
56. Are regularly referred to and reinforced					
57. Are positively framed					
58. Are clearly displayed in the classroom					
59. Behaviour to meet rules is taught					
<b><i>Rewards</i></b>					
60. Are valued by pupils					
61. Are awarded fairly and consistently					
62. Are clearly related to positive behaviour					
63. Are small and readily available					
64. Link with school reward system					
<b><i>Sanctions</i></b>					
65. Are related to behaviour					
66. Are administered fairly and consistently					
67. Are understood by pupils					
68. Are understood by parents and carers					
69. Are within a clear hierarchy of severity					

***Routines are established for...***

70. Entering or leaving the room / lining up					
71. Distribution and collection of materials / equipment					
72. Gaining teacher's attention and help					
73. Changing activities					
74. Gaining quiet / silence / attention					
75. Clearing up					
76. Other (specify) . . . . .					



Appendix 6

Time Out

Reflection Log

Name:	Go to:
Class:	Return at:
Date:	Signed by:
Rule broken:	
1) Follow Instructions	
2) Try your best	
3) Be kind and polite	
4) Look after our school	
5) Stay safe	
My actions that led to the Time Out being given.	
My bad choices:	
*	
*	
*	
*	
Next time, I will make the following GOOD choices instead:	
*	
*	

