

Brundall Primary School



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Behaviour Policy

Agreed by Governing Body

Signed by Chair of Governors

Date 15th October 2019.....

Review Date 15th October 2022.....

BRUNDALL PRIMARY SCHOOL BEHAVIOUR POLICY

Our rules:

READY

RESPECT

SAFE

Staff will refer back to these rules when talking to children about their behaviour.

Key Principles

Brundall School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Building positive relationships is the key to good behaviour. Understanding children as individuals and taking a proactive approach is always our priority as a school before reaching the sanctions stage. Clear, explicit expectations and modelling by staff is a key part of this process.

Aims

-to build a community which values kindness, care, good humour, good temper and empathy for others

- for children to be socially confident, have a voice and make a positive impact both in school and on society

- a safe learning environment where children can be challenged and take risks, where their opinions are valued and mistakes are viewed as learning opportunities.

- behaviour and discipline focused on learning and relationships. We expect our pupils to be well-behaved and understand that they are in school to learn.

- to have well organised classrooms where routines and expectations are clear.

Positives

At Brundall School, we have high expectations of all children's behaviour. We reward for behaviours which are over and above our minimum standards.

- ✚ Personal, descriptive praise is given to the child verbally so they feel appreciated and valued
- ✚ Note / Phone call/ after-school chat with parents/carers to celebrate achievements.
- ✚ One Golden Ticket will be awarded daily by each member of staff in school for behaviours which are over and above the minimum standards. A raffle will be held every Friday.
- ✚ Housepoints for good effort with work and behaviour. The house with the most points each week will be announced in assembly on Wednesday.
- ✚ Celebration Assembly once every half term for learners to receive a descriptive affirmation with parents/carers invited.
- ✚ A Recognition Board in each class to celebrate children's achievements.

Staged responses and consequences

1. Before moving to consequences or sanctions, teachers employ a range of positive, pre-emptive strategies with the aim of redirecting behaviour to learning and de-escalating potential difficulties. These might include: relaxed vigilance (noticing and being 'with it' in terms of what is going on in the classroom); noticing individual behaviours and surmising what the child may be attempting to communicate; re-directing, re-phrasing, re-engaging, offering support, changing the learning if appropriate, using gentle humour or warmth or empathy to 'change the mood'; making a clear expectation explicit; using 'first _____, then_____'; having a peer coach or support; identifying misconceptions, having a quiet time. These are all part of the professional repertoire that teachers should have access to for maintaining good relationships and learning in the class.
2. Reminder about the 3 rules
3. Verbal caution
4. One minute discussion after class

5. Pupil moves within the classroom to complete a task, or for support from a classroom learning assistant or teacher.

At this point, the teacher must also assess whether the learning task set is well matched to the needs of the pupil

6. If the child continues not to engage in the learning during class time they will complete this work at break, lunch or at home depending on the time of day.
7. If a pupil continues uncooperative or disruptive behaviour, the pupil has a time out in another class or a brief resetting or diversionary activity/visit. When the pupil is ready to co-operate, they would return to class.
8. On occasion, if negative behaviour persists, it may be decided to implement a report system. This will be monitored by a member of the Senior Management Team and an exit interview will be arranged with parents to decide if a child can be taken off report.

Throughout this process:

- ✓ The class teacher is supported by and share information with the Deputy Head, SENCO or Senior Leaders and the Headteacher. The Leadership Team review incidents and evaluate the effectiveness of strategies in place and what further support or needs must be addressed. The SENCO accesses support for pupils through the School Support Team, who provide detailed assessments of specific learning needs. The Behaviour and Education Team work between parents and school.

At any stage:

If the behaviour of a pupil is endangering others or disrupting good order and learning in the school, the Headteacher and parents are informed. Serious incidents can result in exclusion for fixed periods of time, ranging from one day to fifteen, or, in the most extreme circumstances, permanently. During this time, support agencies and parents meet with the school to agree a strategy for a successful return.