



BEHAVIOUR POLICY

Bream Church of England Primary School formally adopted this policy in its entirety at the meeting of the Governing Body on
27/02/2017

Written/Reviewed	Ratified by Governing Body	Next Review Due	Extended for 3 months
Feb 2017	27.2.17	Feb 2019	4.3.19 June 2019



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Bream C of E Primary School Behaviour Policy February 2017

Review date: February 2019

This policy sits in conjunction with all other schools policies.

Statement of Intent

Bream C of E Primary School is committed to raising standards of achievement by ensuring a high quality learning experience for all students. All members of the school community are responsible for establishing and maintaining behaviours that are appropriate throughout the School.

School Values

Our Values are based on the *Gospel* values of:

Compassion

Forgiveness

Friendship

Perseverance

Trust

Truth

British Values

Democracy

Rule of Law

Individual Liberty
Mutual Respect
Tolerance of Those of Different Faiths and Beliefs

We value and respect all students and staff at Bream C of E Primary School.

We value learning.

We value our environment.

Behaviour Policy February 2017

Aim

Bream C of E Primary School's vision is:

**Together we learn with confidence in a caring and happy atmosphere, striving to do our best
(respecting and valuing each other's achievements) within a Christian environment.**

The school community (pupils, staff, parents, governors and visitors) have common rights and responsibilities.

<u>Rights</u>	<u>Responsibilities</u>
Everybody in the school community has the right:	Everybody in the school community has the responsibility:
To be respected and valued as an individual.	To treat others with respect, as we would like to be treated.
To feel safe and to be kept safe.	To create and maintain a safe environment for all.
To fulfil their potential, personally and academically.	To strive to reach our full potential as a learner and as a person.
To have their views heard and respected.	To listen and speak politely and courteously.
To be kept informed.	To communicate openly and fully as appropriate.

Therefore, the aim of the policy is to establish an environment in which every individual, as part of a whole-school team, creates and maintains a safe, supportive, kind, considerate and respectful learning community with rights and responsibilities.

This document should be read in conjunction with the SEND and Safeguarding policies.

Promoting Positive Behaviour

At Bream C of E Primary school positive behaviour is promoted in the following ways:

Whole School Level

All adults understand and demonstrate the school's core beliefs about behaviour.

Adults model controlled and respectful verbal and non-verbal behaviours.

Positive out-of-class behaviour is promoted by agreed routines and clear systems.

Collective worship is used to develop children's social, emotional and behavioural skills and to celebrate children's strengths and positive behaviour. The first collective worship of each week focuses on an aspect of the schools rights and responsibilities. This forms the focus for the week.

Positive behaviour in corridors, playgrounds, the dining room and on visits is noted and celebrated.

All in the school community are aware of and contribute to the school's positive behaviour ethos.

Displays around the school promote positive behaviour.

Inappropriate behaviour is dealt with in a consistent and logical way, which is understood by all.

Classroom Level

Teaching routinely incorporates activities designed to promote children's social skills and emotional development.

In line with the school's Teaching and Learning Policy, lessons are structured to be interesting and appropriately challenging for all pupils.

Appropriate behaviours are taught and reinforced on a regular basis.

Children are taught the language of sharing and cooperation, choice and consequences.

Children are encouraged to identify their own strengths and to recognise and value the diversity within their classroom.

All children's strengths are recognised and celebrated.

There are clear classroom routines (e.g. for entry and exit, moving around the classroom, carpet work, sharing equipment, working in a variety of groups, changing for P.E. and tidiness of belongings and equipment) to reduce uncertainty and promote an appropriate climate for learning.

There is a classroom charter, based on the school's rights and responsibilities but appropriate for the pupils' age, devised through discussion with children, which promotes positive social and learning behaviours

The classroom charter is displayed in a way which can be understood by all children (photographs demonstrating positive behaviour, diagrams, cartoons)

Appropriate behaviour is quickly noticed and genuinely celebrated by adults and peers (praise and encouragement which can be verbal or non-verbal)

Inappropriate behaviour will be dealt with in a consistent and logical way, which is understood by all.

Pupils who need additional support to develop positive behaviours

When children are not making progress socially and emotionally the SEND Code of Practice will be put into place and procedures followed (see the SEND policy). A 'My Plan' will be drawn up where targets are set to improve behaviour together with an outline of the support to be given.

Inappropriate Behaviour

When reviewing the Rights and Responsibilities each September and agreeing the class rules and expectations, pupils will discuss what appropriate behaviour is and what, therefore, would be inappropriate behaviour. They will be reminded of the reward systems which are in place as well as what would be the consequences of inappropriate behaviour. This will also be reinforced in assembly.

The consequences of inappropriate behaviour will be logical and consistent so that pupils know how such behaviour will be dealt with. They will occur soon after the event has happened. There will be an opportunity for repairing and rebuilding relationships. Only in extreme circumstances will exclusions be used (including internal exclusions-see below). In such cases, a Pastoral Support Plan will be put in place in order to prevent incidents escalating.

Appendix 1: Recognising Positive Behaviour

Whole School Systems

Celebration Book - children's names are recorded and what they have done well - this can be for good behaviour or work. Names of children in other classes can be recorded. The names are read out in Celebration Assembly on Fridays. Certificates are given at the end of term for pupils with more than 10 mentions.

Achievements outside of School

In collective worship, pupils are encouraged to show medals and certificates that they have been awarded for achievements outside of school.

Star of the Week - one child from each class will be nominated to be the Star of the Week. This will be mentioned in the Celebration Assembly. They are mentioned in the newsletter. MDSs and the Head Teacher also award Stars of the Week. The Head's award is usually linked to the core value being studied that term.

House Points - HPs are awarded for mention in the Celebration Book. 3 points are awarded to Stars of the Week. 5 HPs are awarded if awarded the Head Teacher's Star of the Week.

Midday Supervisors' Rewards - The midday supervisors award post-its each lunchtime to pupils who they have been particularly pleased with. This is then recorded in the classes' celebration book.

Golden Time - Pupils earn Golden Time in increments of 5 minutes to a total of 20 minutes. Pupils begin each week at 5 minutes Golden Time. Pupils cannot have Golden Time taken off them. Activities during Golden Time must be purposeful. Pupils who have not earned Golden Time will work with the class teacher to reflect on their behaviour during the week and to think what they can do to improve it the following week.

Class Awards

Other systems may be put in place by staff in order to promote positive behaviour. These are individual to classes but may include:

Individual stickers

Marbles in a jar

Notes/mini-certificates sent home to parents

Treasure boxes

Individual reward charts

Direct feedback to parents

Appendix 2: Consequences of Inappropriate Behaviour

Consequences of inappropriate behaviour include:

Being reminded of expected behaviour
Working at own workstation within the class
Time out
Classroom Exchange
Missing break times and/or lunch time play
Letters home to parents explaining behaviour
Meetings with parents and HT or DHT
Fixed-term exclusion including internal exclusions
Permanent exclusion

We teach skills that help pupils talk through events, take responsibility for actions, apologise where necessary and move forward.

One of Bream C of E Primary School's core values is Forgiveness. Pupils will be taught that forgiveness is an important part of British Core Values.

Staff have been trained in Team-Teach techniques to support positive behaviour through a whole setting holistic approach. Since April 2007, the DfE guidance, which is updated annually, introduced new powers for school staff to use reasonable force. Staff have been trained to use the 'Caring Cs' strategy of physical restraint which is only used in exceptional circumstances where the safety of the child or other children or adults in the school is at risk. All incidences of the use of restraint are recorded.

Bream C of E Primary School follows the GCC guidelines for exclusions

<http://www.gloucestershire.gov.uk/schoolsnet/exclusions>. Fixed-term exclusions may take place on the school site if a member of the SLT is available to supervise and if it is more beneficial for the pupil to remain on site e.g. they are a poor attendee. Time will be taken for pupils to reflect on their behaviour with appropriate support.

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