



Brimpton Church of England Primary School

BEHAVIOUR POLICY

Brimpton C of E Primary School

Approval date: 2019

Next Review date: November 2023



Brimpton Primary School
Brimpton Lane
Reading
RG7 4TL

Behaviour Policy

Brimpton Church Of England Primary School

Document Control

Version:	V2	Date Created	2011
Author:	P&C Committee	Date Modified	2019
Status:	Statutory	Frequency of Review	Annually

Head Teacher	Sign & Date:	
Chair of Governing Body	Sign & Date:	

Date Approved:	2019		
Next Review Date:	2023	Date Reviewed:	
Next Review Date:	2024	Date Reviewed:	
Next Review Date:	2025	Date Reviewed:	
Next Review Date:	2026	Date Reviewed:	

1. Introduction

The Behaviour affects all curriculum areas. It should be read in conjunction with all other policies, especially those concerned with the welfare of the children, including the Child Protection Policy, Exclusion Statement and the Governors' Behaviour Statement and the Anti-bullying policy in the appendix (Appendix A) of this policy.

The school believes that positive behaviour is essential for effective learning, good relationships and a caring, orderly school community. It helps to generate a feeling of worth and respect for oneself and others. Positive behaviour is that which shows consideration and respect for other people and their property.

2. Purpose

With regard to behaviour the school aims to encourage children:

- To respect other people, their opinions and their rights.
- To be caring and considerate towards other people and their property.
- To develop self-esteem, self-control and resilience.

The school seeks to promote good citizenship and respect for the equal human rights of all people.

3. The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

4. 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, arrangements of furniture, 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. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources 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, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment. Class rules are negotiated through a Class Contract which is reviewed every term. These rules are developed with input from the children.

5. Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. All classes keep a behaviour book which lists incidents if and when they occur. The Headteacher reviews any patterns that occur.

Rules and procedures should:

- be kept to a necessary minimum
- be positively stated, telling the children what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicitly to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

6. Physical Intervention

If a child is in danger of causing injury to himself/herself, to others or to property, it may on rare occasions be necessary for a teacher to use physical intervention. In such cases, no more than the minimum necessary force should be used, and the teacher should seek to avoid causing injury to the pupil. Incidents are recorded in the Incident File and a Physical Intervention Incident Form should be filled in by the member of staff who has needed to restrain the child (see Appendix B).

7. Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is 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. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Children will be rewarded with stickers, Team Points and when appropriate a certificate. Praise will always be given for good behaviour and progress. A weekly praise assembly takes place where two children from each class are chosen to receive a key which signifies unlocking potential and ensuring success is recognised.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

8. The Behaviour Policy in Practice

Good to be Green

Day to day management of pupil behaviour is underpinned by the “Good to Be Green” scheme. The scheme provides:

- A consistent and fair approach to behaviour management;
- Clear and visible systems to recognise good behaviour and sanctions for inappropriate behaviour;
- A structure that allows children to take ownership of their behaviour.

The scheme works on the principle that:

- Each day is a new day; each session is a new session
- Each class has a clearly visible behaviour chart and each day children begin on green
- Explicit information is displayed in each class so that children will know that there are consequences when making inappropriate behaviour choices
- A class code of conduct is developed at the start of each new academic year and infringement of these rules will form the basis of any sanctions

(See Appendix C)

9. Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

Early warning of concerns should be communicated to the headteacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

10. Monitoring

The Headteacher is responsible for implementing this policy and ensuring its effectiveness

11. Review of Policy:

This policy will be reviewed annually.

Appendix A – Anti-bullying

General Statement

Bullying is defined as behaviour which intentionally causes hurt, is unprovoked and persists over a period of time.

Allegations of bullying are taken very seriously at Brimpton School, and discrimination of all kinds is prohibited.

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively.

We are also committed to understanding why a child is exhibiting bullying behaviour and will endeavour to give them appropriate support.

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim, is unprovoked and persists over a period of time.

Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focussing on the issue of sexuality
- **Verbal** name calling, sarcasm, spreading rumours, teasing
- **Cyber** All areas of the internet, such as email and internet chat room misuse; Mobile threats by text messaging and calls; misuse of associated technology, i.e. camera and video facilities.

Aims

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously and bullying will not be tolerated.

Signs and Symptoms

A child may indicate by signs or behaviours that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- School work begins to deteriorate
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children/siblings

- Stops eating
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous or jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

Bullying, either physical or psychological, is not tolerated at Brimpton School.

- a. Children are encouraged to report incidents to a member of staff.
- b. All allegations are investigated promptly, and where possible resolved immediately.
- c. Staff inform their colleagues of any allegation of bullying.
- d. Parents are encouraged to discuss concerns about bullying with their child's teacher or the Head Teacher.
- e. Staff receive training in how to handle allegations of bullying, including the appropriate handling of confidential information and any necessary recording.
- f. In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem
- g. If necessary and appropriate, police will be consulted
- h. Staff, parents and pupils are made aware of this policy.
- i. Serious and persistent cases of bullying will be logged on the West Berks website (Webrisk)

Outcomes

- a. The bully will be expected to apologise. Other consequences may take place – e.g. withdrawal of playtimes.
- b. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- c. In serious cases suspension, or even exclusion will be considered.
- d. The school will ensure that the bully is appropriately supported e.g. ELSA.

Prevention

- e. Writing a set of school rules
- f. Signing a behaviour contract
- g. Writing stories or poems, or drawing pictures about bullying
- h. Reading stories about bullying or having them read to a class or assembly

- i. Making up role-plays
- j. Having discussions about bullying and why it matters
- k. Addressing issues during PSHE

Monitoring and Review

The Head Teacher is responsible for ensuring that these procedures are followed. The Head Teacher and Governors are responsible for monitoring the effectiveness of the policy.

Appendix B – Incident Sheet

USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS INCIDENT SHEET

Name(s) of Pupil(s) involved:

Time and Date of incident:

Place where incident occurred:

Names of staff or other authorised adults involved:

Names of witnesses

Staff:

Pupils:

Reason for force being used:

Description of the way in which the incident developed:

Pupil's response:

Outcome of incident (injury/damage):

Brimpton Primary School
Behaviour Chart
'It's Good to be Green'

Stage One (Green Card)

All children should be on a **green card** as this is **expected** behaviour

Stage Two (Green Card)

You will be given a formal verbal warning (and your name is written on the board – KS1) You may be given time out of the classroom and a **yellow card**. You will also miss 5 minutes of break, lunchtime or choosing time and be given thinking time or a task to complete.

Stage three (Red Card)

If you receive a **red card** you will be sent to the Head Teacher who will then log the incident in the behaviour book. The Head will also discuss your behaviour with your parents.

N.B **A red card** can be given straight away if

- * a child kicks or hurts another person intentionally
- * something is damaged or broken intentionally
- * bad language is used.