



Bramcote Hills Primary School

Behaviour Policy

Make the Future Better for All

1. Aims

Bramcote Hills' Beliefs and Aims

- We believe in delivering an exciting and broad curriculum through high quality teaching and innovation
- We believe in having high standards
- We believe in developing and knowing children as individuals
- We believe in enabling pupils to become well-rounded, happy and confident children who achieve to the best of their ability
- We believe in being inclusive so that all children can thrive
- We believe in working in partnership with our community and other schools

In addition, the provision of a high quality Personal, Social and Health Education aims to ensure that each child will:

- develop increasing awareness of self, sensitivity to others and understanding of society
- develop respect for individuals that is irrespective of race, cultural background, gender, ability or age
- acquire the confidence to make and hold moral judgements developing self-discipline and acceptable behaviour
- be able to make informed decisions about activities or actions which affect personal well-being.

In order to promote these overall aims, the Behaviour Policy further aims:-

- to promote self-discipline and proper respect for authority among pupils
- to encourage good behaviour on the part of pupils and ensure that the standard of behaviour is acceptable
- to create a school community which is based on care for and consideration towards other people.

2. Principles

In considering all matters relating to behaviour and discipline, the following principles have been agreed.

1. Children have a right to learn and all staff have a right to teach.
2. Children can make choices about their behaviour and should be helped to exercise that choice responsibly.
3. Children should be encouraged to be honest about their behaviour, with themselves and other people, and helped to learn from their experiences.
4. Children should know that they are liked and listened to and will be treated with respect, consideration, politeness and concern.
5. Children should know that racist, sexist and other views that challenge equality will not be accepted.
6. Children should learn that good behaviour is appreciated and encouraged.
7. Children should learn that inappropriate behaviour has consequences, which may include punishment, and that following these consequences, a fresh start is normally available.
8. Children should know that inappropriate behaviour will not be ignored or overlooked and that in rejecting the behaviour, the child is not rejected. Poor behaviour will be condemned, not the child as an individual.
9. Children should see that staff have high expectations of behaviour, apply the Behaviour Code consistently and show the responsibility for maintaining high standards throughout the school and grounds.

3. Responsibilities

The Governing Body is responsible for providing a written statement of general principles (as shown in this document) and may offer challenge and support to the Head Teacher in relation to particular matters.

The Governing Body accepts that it has a key role in influencing the ethos of the school - its general atmosphere and philosophy, and hence its standing in the local community.

The Governing Body has also established Exclusion Arrangements based on LA guidance. They will be applied within the context of the general principles agreed.

The duties of the Governing Body are exercised by the Pupils and Personnel Committee and the Discipline Committee as appropriate.

The Head Teacher is responsible for regulating the conduct of pupils, agreeing rules and guidelines with staff and keeping them under review. The Head Teacher is also responsible for ensuring the Behaviour Policy is known within the school and applied reasonably.

Class Teachers are responsible for their pupils' pastoral welfare and the particular needs of children in their class.

All members of staff are responsible for applying the Behaviour Code fairly and consistently within their own area of responsibility and throughout the school.

4. Parental Involvement

The school strives to build a positive and lasting partnership with parents from the initial visit, through the induction process and as the child progresses through school.

The Behaviour Code acknowledges the vital part parents play in instilling positive values and attitudes at home and supporting the school's efforts to maintain high standards of behaviour.

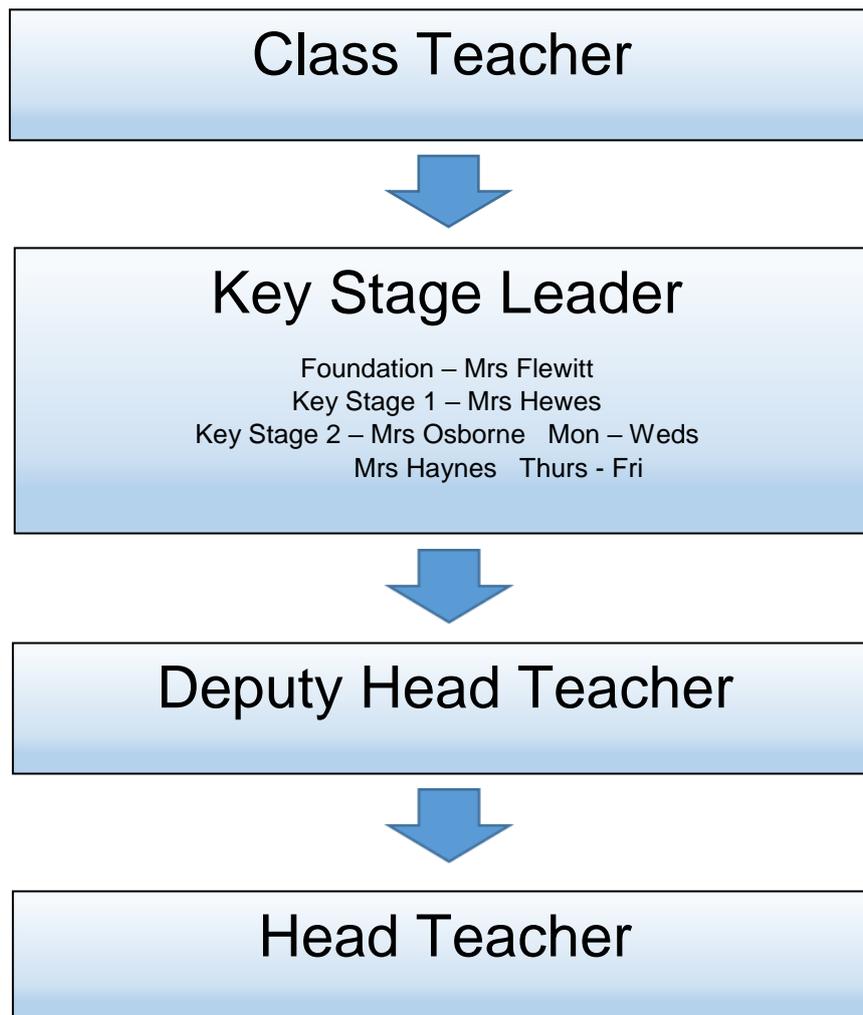
The Behaviour Code and information about a child's behaviour is shared with parents in a number of ways:

- The Behaviour Code is summarised on the school website
- The Home School Agreement outlines the school's approach to managing behaviour and parents are invited to sign the agreement
- A copy of the Behaviour Code parent leaflet is available
- Informal discussions between staff and parents may include reference to behavioural issues
- Meetings with parents are arranged, if required, with a teacher, Key Stage Leader/Deputy Head Teacher or the Head Teacher, and may be requested by parents
- Behaviour is reported on at Parents' Evenings and on Annual School Reports. NB. If a child's behaviour becomes a cause for concern, their teacher may contact the child's parent(s) sooner

The sequence of contact for parents and carers regarding behaviour issues is shown below. Parents should always begin with the Class Teacher. Bringing an issue to the attention of the Head Teacher at an early stage, will only result in the Head Teacher referring it to the Class Teacher.

Children and parents are encouraged to share any worries they have at an early stage so that any problems can be dealt with quickly. Children may talk to any member of staff they wish and/or put a written note in the Worry Box.

Parents may inform their child's teacher of any concerns they have by letter, phone call, email, visit or by note in a child's reading record (please be aware that reading records can be accessed by volunteers and parent helpers in school) or communication book (KS2 only). Any concern will be explored and taken seriously.



5. Parental Responsibility

The school greatly values the support of parents/carers and believes that children are far more likely to behave well when parents/carers follow the following suggestions for modern parenting. We request parents and carers to:

- Support the school rules
- Support the school's judgements, actions and sanctions when dealing with their child (this is not to say that parents/carers cannot raise concerns with school but this should be done away from the child)
- Have the confidence to say 'no' to their child
- Understand that they have a responsibility, as a parent, to make decisions that their child does not like
- Understand that adults make decisions for their children
- Listen to their child and be sympathetic towards them - they may be upset about something – also understand that children do not always see a balanced view of some situations

- Be present and engage with their child in as much family conversation as possible
- Limit the amount of 'screen time' children have
- Ensure that children do not play video games, access films or online platforms that are not age appropriate
- Monitor a child's online activity and use of a mobile phone

6. The Behaviour Code in Practice

The '3Rs'

The Behaviour Code is expressed as the '3Rs'

Responsibilities

Rights

Rules

As a member of Bramcote Hills Primary School you have a

Responsibility

- . to let others get on with their work and play
- . to work to the best of your ability
- . to respect and care for others
- . to listen and respond thoughtfully when being spoken to
- . to be honest and truthful at all times
- . to show care and consideration for the environment
- . to tell a member of staff if you see or hear about someone being treated unkindly

As a member of Bramcote Hills Primary School you have a

Right

- . to get on with your work and play
- . to be yourself and proud of your achievements so long as this does not hurt others
- . to be treated fairly and with consideration
- . to express your views and know you will be listened to
- . to feel happy, safe and confident
- . to have clean and tidy surroundings
- . to tell a member of staff if someone or something is causing you problems

As a member of Bramcote Hills Primary School, you are expected to follow our

Rules

- . ***Follow instructions first time***
- . ***Speak kindly and politely***
- . ***Always show good manners***
- . ***Keep hands, feet and objects to yourself***
- . ***Walk quietly in school***

These are published widely round the school and issued to parents. They are listed in the Behaviour Code leaflet available in the entrance foyer and the Home School Agreement which parents are invited to sign prior to their child's admission.

They apply at all times when a child is on the school premise and even on the way to and from school.

They apply with teachers, support staff, midday supervisors and parents.

They underline our desire for children

- to be happy and confident in school
- to choose good behaviour all the time
- to be assertive rather than aggressive.

In addition to the '3Rs', Class Teachers devise specific instructions and guidelines for classroom procedures and management. Children may play a part in devising these instructions. Once established, children are under an obligation to 'Follow instructions first time' as stated in the school Rules.

There are also some mantras and sayings that enable all children to be happy in school.

The School Motto:

Make the Future Better for All

Anti-Bullying Mantras

We are a telling school with no bystanders

It's only a joke if everyone's laughing

It's only a game if everyone's playing

It's only an accident if you didn't mean it

7. Good Manners

Good manners are promoted at all times.

In particular, we focus on:

- Saying please and thank you
- Holding doors open for others
- Responding to others
 - 'How are you today?' with 'I'm fine (if they are) thank you, how are you?'
 - 'Good morning Name' – 'Good Morning'
 - Waiting to speak when two people are talking
- Saying 'Do you need any help?'

8. The Language of Behaviour

It is essential that all staff use the same language when dealing with pupils' behaviour.

This language is underpinned by these key principles.

- All children are fundamentally good

- Some children may not know what is expected and so this might need to be explained to them
- All children can succeed
- Behaviour is a choice
- Every situation is dealt with on its own merits
- We do not label children as 'naughty'
- We do not use statements such as 'can you guess who has done this?' This is prejudice
- Instructions and reprimands need to be short and to the point
- We criticise poor behaviour choices, not the child
- Whenever we can, we state what we want the child to do
- Voices should be calm and quiet and only raised on very rare occasions

Instructions

Instructions to children should be positive and assertive

e.g.

- You need to ... thank you
- I expect you to ... thank you
- I know you will ... thank you
- I want you to ... thank you

We do not start an instruction with 'please' – not because we are rude but this suggests that following the instruction is optional.

When dealing with poor behaviour we remember that **behaviour is a choice.**

We:

- **Start with a positive**
- **Criticise the behaviour choice, not the child,**
- **Refer to a school rule (this depersonalises the discussion)**
- **Finish with a statement of belief in the child, encouraging them to make a better behaviour choice.**

e.g.

- Remember last week when you played so well. You took turns then. To push her over was the wrong choice and the school rule is keep hands, feet and objects to yourself. You need to make a better behaviour choice. I believe you can play like this because you are a good boy/girl.

It is important that we move away from the child quickly, (30 seconds maximum). Let them absorb this information and calm down. We can always return to them later and have a calmer discussion if this is needed. An additional sanction may be applied.

If a child is in a heightened state, it may be better to wait before speaking to them or else they may not be ready to take in what is being said.

In the Foundation stage, we talk a lot to the children about making 'thumbs up choices.

9. Acknowledging Good Work and Behaviour

We want to help children who work hard and behave well to learn that behaving in these ways has intrinsic rewards in terms of self-esteem and the quality of their relationships with others.

Staff members use a variety of methods to recognise children's good behaviour and try to keep their approach fresh and relevant to the age of the children. Ideas for promoting Recognition, Affirmation and Praise (R.A.P.) are crucial.

Ways of acknowledging good effort and behaviour:

- Plenty of praise and acknowledgement for individuals and groups, quietly or in front of the class
- Written comments on work
- Sharing achievements and work with the class, other teachers or the Head Teacher
- Mentions in year group, key stage and school assemblies
- Being able to leave first
- Being able to leave first for being an 'always child'
- Sharing good news with parents

10. Dealing with Poor Behaviour

If a child chooses to misbehave, consequences will follow, becoming progressively more serious.

The consequences will vary depending on the age of the child, the severity of the misdemeanour and the frequency of the offences.

Sanctions used include, although they might not always be addressed in this order:

- A clear verbal warning and a reminder of what is expected
- Removal, for safekeeping of any item that has a potential to harm, offend or distract the child, other children or adults until the end of the school day. If judged necessary, the item will only be returned to a responsible adult; otherwise it will be made available for the child to collect at the end of the school day. The child will be instructed not to bring the item to school again and parents will be informed if judged necessary.
- Child to have discussion with the Class Teacher
- Child to have discussion with Key Stage Leader
- Missing free-time at break or lunch times
- Completing an additional task (e.g. a letter of apology, account of what they have done, etc.)
- Removal of privileges in class, in school, or after school
- Time out - short term (1 lesson or half day) to a linked class (not to be completed in a humiliating fashion – rather to give children time to reflect on their actions, whilst being supervised, before returning to class with the correct attitude)

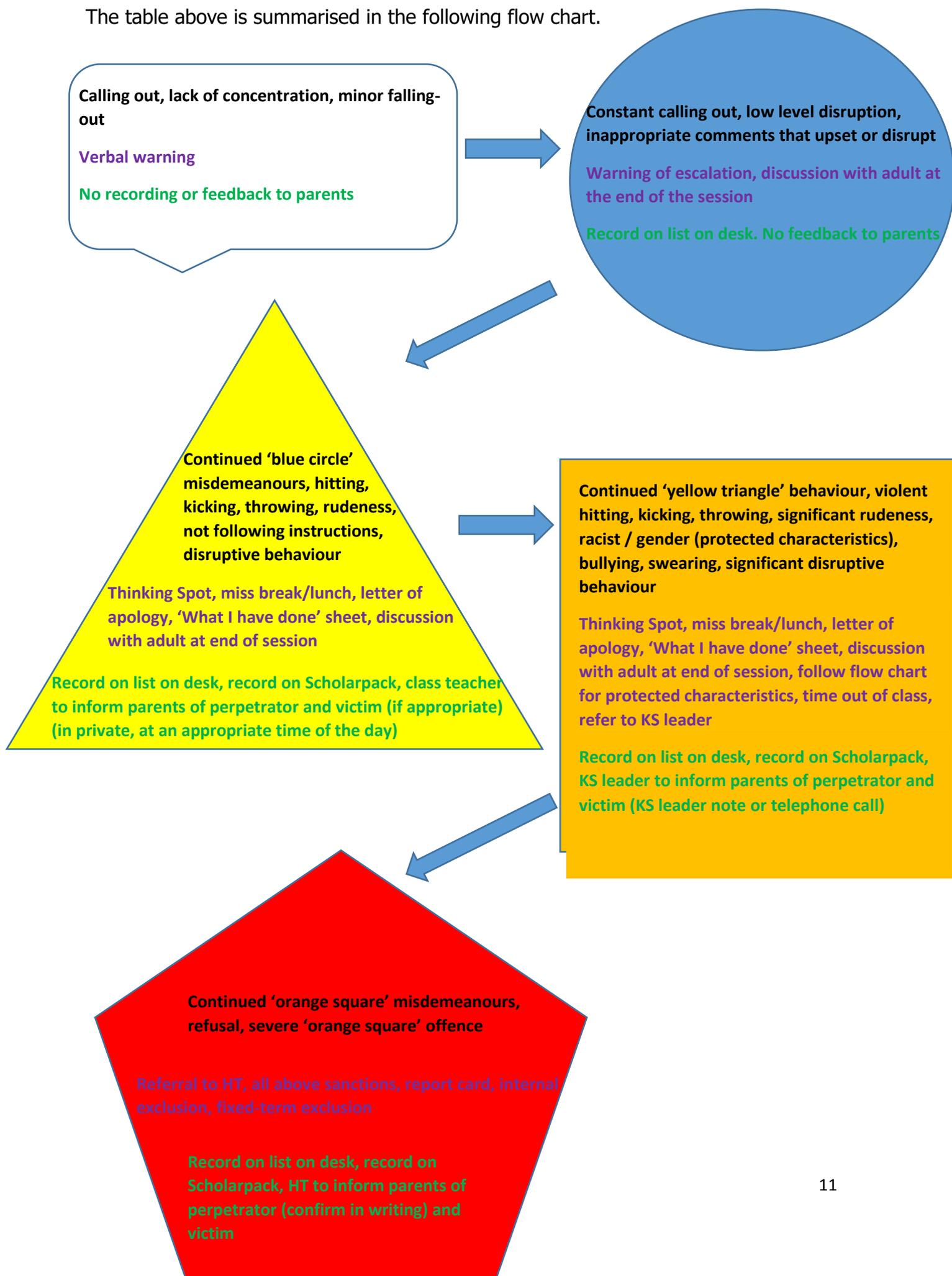
- Notes/calls home informing parents of incidents
- Log a child's behaviour on a Behaviour Daily Report Card and share with parent
- Log a child's behaviour on a Week Long Report Card and share with parent
- Child to explain behaviour to Head Teacher
- Internal exclusion
- Fixed-term Exclusion from school if behaviour is wholly unacceptable
- Seeking of alternative provision or Permanent Exclusion from school if behaviour remains wholly unacceptable or reintegration is deemed to be impossible

To give clarity and consistency the following system will be used throughout school. The list of sanctions and acts of poor behaviour are illustrative as all behaviour has a context.

| Misdemeanour | Card | Sanction | Recording | Support |
|--|-----------------|--|--|----------------|
| Calling out Lack of concentration Minor falling-out | None | Verbal warning De-escalation (reminder / humour) | None | |
| Constant calling out Low level disruption Inappropriate comments that upset or disrupt | Blue Circle | Warning of escalation Discussion with adult in question at end of session Thinking Spot in younger years | Short term List on desk in case there is a change of teacher | |
| Continued calling out, low level disruption, inappropriate comments that upset or disrupt after blue card issued. Hitting, kicking, throwing. Not following instructions. Rudeness. | Yellow Triangle | Thinking Spot in younger years Missed break/part of lunch time Letter of apology Completion of 'what I have done' sheet Discussion with adult in question and classteacher at end of session | Scholarpack Class Teacher to inform parent and possibly victim's parent | Peer mentor |

| | | | | |
|---|---------------|--|--|---|
| Disruptive behaviour. | | Time out from class or area in question, use of link class. | | |
| Continuation of behaviour after yellow card given Violent hitting, kicking, throwing. Significant not following instructions Serious rudeness Racist / Gender (protected characteristic) offence Bullying Significant disruptive behaviour Swearing | Orange Square | Missed break time Letter of apology of appropriate Recording what they have done. Discussion with adult in question at end of session and key stage leader Follow flow chart for racist/gender equality issues Time out from class or area in question. Use of Key Stage Leader | Scholarpack Key stage lead to inform parent and victim's parent | Peer mentor Consider individual behaviour plan Consider contacting SBAP (School Behaviour & Attendance Partnership) |
| Continuation of orange card behaviour Refusal Severe Orange card offence | Red Pentagon | Referral to Head Teacher All sanctions listed above Report card Internal exclusion Fixed Term Exclusion | Scholarpack HT to inform parent and confirm in writing | Consider individual behaviour plan Consider contacting SBAP |
| <ul style="list-style-type: none"> • Blue cards are rescinded at the end of each session • Yellow cards are rescinded at the end of each day – sanction must be served • Orange cards are rescinded at the end of each day – sanction must be served • Red cards may result in longer lasting sanction • Parents should only be contacted once in each day | | | | |

The table above is summarised in the following flow chart.



Swearing or Violent Acts

Swearing or acts of violence (hitting, kicking), when witnessed or confirmed by an adult, will be reported to parents on the same day as the event. Other sanctions may also be used.

Supportive Action

The school acknowledges that behaviour is a form of communication. It could be that a child is having difficulties and their behaviour is their way (especially if they are younger or have communication difficulties) of communicating their frustrations. As well as the sanctions listed above, the school staff will endeavour to strengthen the relationship with the child and to explore the reasons behind the behaviour.

The best strategy for dealing with behaviour issues is by having a strong relationship with a child whenever this is possible.

Midday Supervisors and Lunchtimes

Midday Supervisors (MSAs) have a challenging job in the middle of a school day supervising children with whom they do not always have a great deal of time. It is expected that the MSAs will follow the same guidance as set out above. Midday supervisors should make a point of visiting classes and offering praise, in front of the class teacher, to children who have made good behaviour choices. MSAs should also provide children with warnings about their behaviour choices in the same way that a blue card would be issued in class. If a child's behaviour choices are worse, they should be brought to the senior MSA who may choose to issue a yellow card, record this and inform the class teacher.

Recording and Monitoring Behaviour

Staff who deal with instances of poor behaviour have the responsibility of recording them.

In order to maintain high standards of behaviour, the school monitors performance using a variety of indicators and provides an annual report to Pupils' and Personnel Committee.

- Behaviour records – Class Teachers, the Senior Midday Supervisor, Senior Leaders and the Head Teacher log individual names and incidents that are referred to them on an electronic system. Trends are identified on a 6 monthly basis by the Assistant Head Teacher and reported to the Head Teacher. Individuals who appear frequently are monitored closely. Pupils' and Personnel Committee receive an annual report on the operation of the Behaviour Policy.
- Head Teacher's Day Book – parental contacts, concerns, complaints and requests are recorded and trends identified on an annual basis.

Pupils' and Personnel Committee receive an annual report on these issues.

- Exclusion data is noted by the Discipline Committee and Pupils' and Personnel Committee. Figures are reported to governors annually as part of the Behaviour Report.
- A Racist & Equality Issues Log is kept of all reported incidents of racist language or attacks. Trends are identified on a yearly basis and reported to governors annually as part of the Behaviour Report. A discrimination reporting form is included later in this policy.

Special Measures

If a child's behaviour does not improve over time, special measures may be used, in consultation with parents. These include:

- The drawing up of an Individual Behaviour Plan in consultation with the Class Teacher aimed at modifying behaviour
- Referral to the SBAP (School Behaviour and Attendance Partnership) to gain advice on effective behaviour management strategies

11. Bullying

This school does not tolerate bullying.

Bullying is distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or group of others, is pre-meditated and usually forms a pattern of behaviour rather than an isolated incident.

We recognise that:-

- bullying will happen from time to time in our school.
- the fact that it is not always reported, does not mean it is not happening.
- bullying makes children's lives unhappy and can hinder learning.

Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Children may talk to any member of staff they wish and/or put a written note in the Worry Box.

Parents are encouraged to inform their child's teacher or the Head/Deputy Head of any concerns they have by letter, phone call, email, visit or by note in a child's reading record (please be aware that reading records can be accessed by volunteers and parent helpers in school) or communication book (KS2 only). Any report will be investigated and taken seriously. If substantiated, parents will be informed and appropriate sanctions applied up to and including exclusion. These sanctions may need to be appropriate to the age of the child.

The school has a separate Anti-Bullying Policy. This includes advice to staff on preventing, identifying and dealing with bullying in school.

Racism, Equality, Discrimination and Harassment

This section should be set in the context of the school's Equality Policy which encompasses children and adults. A Parent Information Leaflet is available.

The school's Equality Policy sets out our commitment to challenge all forms of discrimination which treats people differently because of the protected characteristics:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief (includes non-belief)
- sexual orientation
- Marriage and Civil Partnership (for employees)

The statement below concerns Racism but the underlying principles should be applied to all forms of discriminatory behaviour.

12. Anti-Racist Statement

This school does not tolerate racism.

The school is aware of its responsibility to:

- Promote racial equality
- Promote good race relations
- Eliminate unlawful racial discrimination

It is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential.

Therefore:

- it will use all the powers and resources at its disposal to eliminate racist incidents.
- it will ensure that any complaint of racial discrimination or harassment is promptly investigated and that everyone is aware of their responsibility and the procedures to challenge and report it when it occurs;
- it will work with parents, communities and other agencies to ensure that it is clearly understood that racial harassment is unacceptable.

Racist behaviour is defined as conduct or words which advantage or disadvantage people because of their race, colour, culture or ethnic origin.

Racist incidents comprise all those unwanted actions, by a person or group, directed at people of different ethnic origins, which cause humiliation, offence or distress or interfere with their performance, or create an unpleasant working environment and which are motivated by racial considerations

As such, they may:

- comprise of remarks or actions associated with a person's colour, race, nationality or ethnic or national origin.
- emphasise a person's colour, race, nationality, ethnic or national origin over his/her role as a pupil, member of staff or carer.

The behaviour associated with racial incidents may involve:

- verbal abuse and threats

- physical assault
- threatening behaviour and verbal abuse
- name calling, insult and 'jokes'
- racist comments or graffiti
- ridicule of cultural preference
- incitement of others to behave in racist ways through comments, badges or literature
- refusal to co-operate with others because of their race.

We recognise that:

- racist incidents will happen from time to time in our school.
- the fact that they are not always reported, does not mean they are not happening.

Racism makes children's lives unhappy and can hinder learning.

Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Children may choose to talk to any member of staff they wish and/or put a written note into the Worry Box.

Parents are encouraged to inform their child's teacher or the Head/Deputy Head of any concerns they have by letter, a phone call, a visit or by using the child's Communication Check Book. Any report will be investigated and taken seriously. Complainants will be informed of the outcome and the appropriate sanctions applied up to and including exclusion.

The school acknowledges that bullying and discriminatory behaviour against the protected characteristics have the potential to lead to more serious incidents and potentially cause significant harm. Therefore, they should be dealt with more swiftly and with great consistency. The recording form and flowchart for dealing with such incidents is included at the end of this policy.

Success Criteria

The Behaviour Policy will be working well when:-

- There is a happy atmosphere in which everyone has the opportunity to do their best
- Everyone shows respect for themselves, each other, property and the environment
- Everyone co-operates with everyone else in a polite, considerate and helpful manner
- There is equal opportunity for all
- Children actively challenge others and report them for inappropriate behaviour

Discriminatory Behaviour Monitoring Form

Reported by _____ Date _____

| | | | |
|---------------------|--|----------------|--|
| Alleged perpetrator | | Alleged Victim | |
|---------------------|--|----------------|--|

| | | | |
|-----------------|--|-----------------|--|
| M/F | | M/F | |
| Black | | Black | |
| White | | White | |
| Asian | | Asian | |
| Other (specify) | | Other (specify) | |
| Disability | | Disability | |
| Year group | | Year group | |

Type of Incident

| | | | | | |
|---------------------|--|-----------------------|--|--|-----------------|
| Race | | Assault | | | Location |
| Gender | | Comments & 'jokes' | | | Hall |
| Disability | | Graffiti | | | Classroom |
| Age | | Name calling, insults | | | Playground |
| Religion | | Threats | | | Corridor |
| Bullying | | Ridicule of culture | | | Toilets |
| Homophobia | | Discrimination | | | Cyber |
| Gender Reassignment | | Other (specify) | | | Other (specify) |

| Details of incident | Action taken (stage on flow chart) |
|----------------------------|---|
| | |

Stages for dealing with incidents of discriminatory behaviour - Flowchart

(In some cases this flow chart may not always be followed in order. Consideration may need to be given to the severity of the incident and the age / emotional stage of development of the child)

1

- Inform classteacher/key stage leader (Headteacher should be notified but may not deal with the incident)
- One to one discussion with child educating them about the wider implications of their actions and why they are unacceptable
- Circle time with class (if appropriate)
- Letter of apology to victim written during break time. Verbal apology (if appropriate)
- Counsel victim to ensure they feel no guilt and to encourage them to report such incidents
- Inform parents if appropriate


2

- All of stage 1
- And ..
- Removal of child from area where incident took place for limited period of time.
 - Inform parents of situation
 - Head Teacher involved


3

- All of stage 2
- And ...
- Place child on report in order to clarify for them what is unacceptable and to monitor the situation more closely


4

- All of stage 3
- And ...
- Place on report for longer period
 - Inform parents of problem in writing and invite them to attend formal meeting
 - At meeting discuss what is required of pupil and the possible consequences of further incidents. These might include exclusion.


5

- All of stage 4
- And ...
- Fixed term exclusion or permanent exclusion if fixed term exclusions have already been tried