

## Positive Behaviour Policy

### 1 Aims and objectives

- 1.1 It is a primary aim of Bradley Green that every member of the school community is valued and that each person is treated fairly and with respect. We are a caring, inclusive community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate and respectful way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### 2 Expectations

- 2.1 All members of staff are entitled to expect appropriate behaviour from children.  
  
They have the right to encourage positive social behaviour.  
  
They are entitled to expect the support of the Principal and the Governors.  
  
They are entitled to expect the support of parents in their efforts.
- 2.2 We expect children to listen carefully to instructions in lessons. If they do not do so, we use positive approaches to encourage the appropriate behaviour.
- 2.3 We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- 2.4 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

### 3 School Rules

- 3.1 To help meet parent, children and teacher expectations there are a few rules, which we believe, are perfectly reasonable and should have the support of all parents. We call them our **Golden Rules**.

#### Golden Rules

1. Always be kind and gentle (Do not hurt anybody, with actions or words!)
  2. Always listen to people (Do not interrupt)
  3. Always work hard (Do not waste your or other people's time)
  4. Always look after property (Do not waste or damage things)
  5. Always walk inside school
  6. Be honest (Do not cover up the truth)
- 3.2 The aim of the school rules is to ensure that teachers can *teach* and that children can *learn*.
- 3.3 The class teacher discusses the school rules with each class. These rules are displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.
- 3.4 Children who follow school rules are recognised and rewarded.

### 4 Rewards

- 4.1 It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure. Individual classes may have rewards such as class golden time, dojo star of the day or behaviour ambassadors.

#### 4.2 Praise

Praise has a reinforcing and motivational role. It helps a child know he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

#### 4.3 Whole School Reward System: 'Class Dojo'

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Dojos'.

Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Dojo the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo for waiting so patiently'.

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

**The reward system is graded as follows:-**

Any noteworthy behaviour 1 Dojo, recorded online

<b>250 Dojos</b>	Bronze Award,
<b>500 Dojos</b>	Silver Award
<b>750 Dojos</b>	Gold Award
<b>1000 Dojos</b>	Platinum Award

4.4 A 'Dojo' can be awarded by staff to any child at any time.

If all children in a class achieve Bronze, Silver, Gold or Platinum Awards they may have an appropriate class treat of their choice including: class party, class disco, additional art/PE, DVD etc. The reward should reflect the achievement i.e.

- Bronze Party: up to one session
- Silver Party: up to half a day
- Gold Party: up to a full day
- Platinum Party: Decided by the teacher

4.5 The school acknowledges all the efforts and achievements of children, both in and out of school through the Celebration and Star Award Assemblies.

**5 Sanctions**

5.1 In the use of sanctions, children learn from experience to expect fair and consistently applied punishments, which differentiate between serious and minor offences.

Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

5.2 School recognises the importance of pupils being responsible for their belongings and ensuring they complete homework on time and bring in the correct equipment to school etc. to prepare them well for the future.

5.3 We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to, in very rare cases, permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, school leadership team, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was not following the golden rules because you were stopping others from learning in class' and not 'You are silly'.

## **SANCTIONS PROCEDURE**

5.4 Children are familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.** However, as a rule for minor misdemeanours, the following sequence should be adhered to, with steps 1 and 2 being compulsory.

*If unacceptable behaviour occurs:*

**(Classroom teacher)**

**Use normal strategies:**

e.g. Polite requests, reminders (no more than two), repositioning, separating etc.

All names in the class start on the GREEN position at the start of each new day. All children who remain on green will achieve a dojo each day.

If you need to speak to the child - give a verbal warning first "If I speak to you again you will move your name to Step 1"

If behaviour continues, refer to below.

**Step 1 Give a final warning (move name from green)**

**Step 2 Move name once more and miss 5 mins of play**

**Step 3 Move name once more and miss 15 mins of play-** recorded on Bromcom

**Step 4 Move name once more and sent to Principal.** This will be recorded on Bromcom and a letter sent home. The Principal will consider the most appropriate sanction, e.g. missing playtimes the next day.

\*If step 2 or 3 occur after lunch, time will be taken from the next break

Teachers will use time out in class or a partner class as a strategy for de-fusing a situation where a child may quickly move to Step 4 or possible exclusion.

5.5 Children who swear, hurt others or damage property will be sent straight to the Principal and may be sent home.

5.6 There are further consequences which will ensue if children persistently choose not to follow the basic classroom rules. These are made clear to children and to parents:

- a child may be put on a behaviour contract with discussions with the SENDco

5.7 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See also Policy on Anti-Bullying).

5.8 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular updated July 2013, relating to Education and Inspections Act 2006: The Use of Reasonable Force to Control or Restrain Pupils.

Staff would only intervene physically to:

- remove disruptive children from the classroom when: they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event, trip or visit;

- prevent a child leaving a classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a child from attacking a member of staff or another pupil, or to stop a fight
- restrain a child at risk of harming themselves through physical outbursts

The actions that we take are in line with government guidelines on the restraint of children.

### 5.9 **What if sanctions don't work?**

Some children, a small minority, do not respond to our normal school routine and for these it may be necessary to set up more formal behaviour strategies. It is important to investigate any underlying cause or unmet need eg. does the child have SEN? In which case, The SENCO should be involved.

In such cases, the class teacher would work with parents in setting up an individual plan or behaviour contract for the child which would be regularly reviewed (1/2 termly on average for behaviour targets). This would set out up to three targets for behaviour with associated individual rewards for their achievement, and a timescale.

It may be appropriate to involve other help (GP; Child and Family Services etc). If not already agreed then assessment by the Educational Psychologist may also be suggested.

If no further improvement is made, school would consider involving the BLIS outreach team and, in the case of a child in danger of being permanently excluded, the setting up of a Pastoral Support Plan.

## **6 The role of the class teacher**

- 6.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner.
- 6.2 The class teachers in our school have high expectations of the children with regard to behaviour; through appropriately challenging differentiation, they strive to ensure that all children work to the best of their ability.
- 6.3 The class teacher treats each child fairly, and implements the Positive Behaviour systems of rewards and sanctions consistently. The teachers treat all children in their classes with respect and understanding.
- 6.4 If a child's behaviour begins to cause concern, the class teacher will speak to the parents and Principal, before it becomes a major issue, keeping a record of all incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner, using strategies and school rewards/sanctions procedures.

However, if misbehaviour continues, the class teacher seeks help and advice from the Principal.

6.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. Dojo messaging is an effective way of sharing good news and giving general, informal updates. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

6.6 The class teacher involves parents in the setting up and regular review of a behaviour contract for their child.

6.7 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

## **7 The role of the Principal**

7.1 It is the responsibility of the Principal to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

7.2 The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. Training is made available for those who request/require it in response to school self-evaluation where appropriate.

7.3 The Principal keeps records of all reported serious incidents of misbehaviour (letters home, exclusion records and CPOMs).

7.4 The Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child. These actions are taken only after the school governors have been notified (*see also ELT Exclusions Policy*).

7.5 The Principal, with the SENCO, has the responsibility for seeking support from outside agencies to support children whose behaviour is creating a barrier to their own learning or that of others, or who are at risk of exclusion.

## **8 The role of parents**

8.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

- 8.2 We explain the school rules on the school website, and we expect parents to read them and support them.
- 8.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 8.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher, then the Principal if there are further concerns. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **9 The role of children**

- 9.1 We expect children to support the positive ethos of the school by trying their best at all times, taking care of others and their surroundings, doing their homework on time, following the school's Golden rules, wearing their school uniform and representing the school well.
- 9.2 We discuss the school rules regularly and we expect children to uphold them.
- 9.3 We expect children to conduct themselves in such a way that their actions do not have an adverse effect on the learning of others

## **10 The role of the Academy Improvement Committee (AIC)**

- 10.1 The AIC has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The committee members support the Principal in adhering to these guidelines.

## **11 Fixed-term and permanent exclusions** *(refer also to ELT Exclusions Policy)*

- 11.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Pupil Referral Units We refer to this guidance in any decision to exclude a child from school.
- 11.2 Only the Principal (or the acting Principal) has the power to exclude a child from school. The Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Principal may exclude a child permanently. It is also possible for the Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.



- 11.3 If the Principal excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 11.4 The Principal informs the Trust and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 11.5 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 11.6 If the governors' appeals panel decides that a child should be reinstated, the Principal must comply with this ruling.

## **12 Monitoring and review**

- 12.1 The Principal monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 12.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Principal records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: midday assistants liaise with the Principal to report any serious incidents at lunch times. The Principal and/or the Vice Principal undertake lunchtime duty. If they are off site a representative of the staff will be nominated to oversee the lunchtime session.
- 12.3 Monitoring of exclusions is covered by the ELT exclusions policy.
- 12.4 It is the responsibility of the AIC to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The AIC will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.
- 12.5 The AIC reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### 13. Covid-19

It is important for schools to be calm and disciplined environments, where everyone follows the rules. School will continue to ensure that children are respectful regarding the sensitive subject of Covid-19. School understands that current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour but any child deliberately not following the social distancing rules in place in school will follow the behaviour policy.

REVIEWED BY THE SLT

March 2022