

BREDENBURY PRIMARY SCHOOL



# Behaviour Policy

Policy created: July 2021

Agreed by Staff and Governors: September 2021

Reviewed: Annually

At Bredenbury Primary School we believe all pupils and staff have the right to a positive experience of school life within a happy and safe environment.

‘All adults and children will work to make school a happy place to be, where everyone feels valued, respected and cared for.’

Through this charter we aim:

- To reinforce a sense of community through shared responsibility.
- To make Bredenbury’s approach clear to all.
- To ensure a consistent approach with clear boundaries and therefore embed a sense of security for all.

This charter will help everyone within the school community to:

- Respect clear boundaries and standards of conduct and behaviour so that all are empowered to succeed without barriers created through conflict.
- Operate within an open and fair culture.
- Know that the school disapproves of unacceptable behaviour – not the person who acts unacceptably.
- Take responsibility for making good choices in the way that they behave.
- Improve self-esteem and promote pride in being a member of Bredenbury School and the wider Bromyard community.

Children will:

- Understand which behaviours are appropriate.
- Understand the difference between right and wrong and how this may change in different settings.
- Develop a sense of responsibility and to make positive choices.
- Have a sense of achievement.
- Observe that personal actions have consequences for themselves and others.

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Staff will:

- Feel secure in dealing with incidents.
- Understand the systems in place and how to use them.
- Provide continuity – all staff dealing with incidents in the same way.  
Be responsible for all the children all the time.

Parents will:

- Be aware of the school's approach to behaviour management.
- Understand how they can support the school in working with their child.
- Be included in the process of behaviour management.

## **Core Expectations**

We have different rules for different settings in our school. These apply equally to adults and children. We have a set of Core Expectations that apply to everyone, all the time and include when travelling to and from school or when on a journey or trip during school time. These are:

- Be kind, use kind words and polite language at all times.
- Open doors for others.
- Show consideration for others.
- People's right to hold their beliefs and opinions will be respected.
- Respect the school environment and others' property.
- Listen to others.
- Always do your best.
- Co-operate and always follow instructions.
- Always put litter in a bin or save it until you can.

**At lunchtime, children will:**

- Go to the toilet and wash hands before eating.
- Eat first – chat later.
- Walk at all times when moving around the school building.
- Talk only to the people close to you.
- Put your hand up to ask something.

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### **In the playground children will:**

Play together using only kind words.

- Show respect to everyone, including fellow pupils and adults.
- Ask an adult before entering the school building.
- Not retaliate to verbal or physical affronts but rather seek the help of an adult.
- Play sports or use equipment according to the rotas where they are in place and with respect.
- Walk to lines when asked to do so.
- Stand in line and walk into school quietly.

### **At wet play times, children will:**

- Conduct themselves in a calm and measured way that is appropriate for indoor leisure time.
- Use approved games and equipment and tidy away carefully at the end of the break.
- Treat all adults and fellow pupils with the greatest of respect, being understanding to the fact that wet playtimes can never be a substitute for fresh air and outside play.

### **In the classroom, children will:**

- Take turns in conversation, including waiting to speak or putting up one's hand where asked to do so.
- Respect own and each other's work.
- Respect everyone.
- Allow others to work.
- Enter and leave calmly and quietly.
- Ask before leaving the room.
- Tuck chairs in for the safety of all.

### **Assembly**

- Walk in and out silently
- Be positive and respect the achievements of pupils who are being praised through the assembly.
- Put up your hands when wanting to speak or leave the assembly.

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## **In shared areas – corridors etc.**

- Always walk and use only quiet voices
- Travel silently through the Welcome Corridor as a mark of respect to visitors and the administration and meetings, including phone calls, that may be taking place in that area.
- Put things away and leave all areas tidy.  
Keep the displays attractive and cared for.

## **Staff are expected to:**

- Ensure this charter is implemented.
- Have high expectations of pupils' behaviour.
- Promote a positive working atmosphere throughout the school.
- Accept responsibility for monitoring the behaviour of all children throughout the school at all times; it is an expectation that all adults will take action to praise or correct children's conduct at all times and in all areas.
- Monitor behaviour on a regular basis and keep regular contact with parents about any concerns. Inform a member of the senior leadership team if any parent has had to be spoken to about their child causing concern. Keep a record of such conversations and decisions made and agreed on Bromcom.
- Provide support for colleagues in all behavioural matters.
- Ensure children's views are heard: take pupils concerns or complaints very seriously and ensure that issues are dealt with comprehensively and seen through to an acceptable conclusion with a positive approach and way forward.
- Help children to develop by giving them responsibilities appropriate to their age.
- Treat children as they would wish to be treated themselves, and consequently never ask a child to do something that they would not be prepared to do themselves or ask their own children to do or be part of.
- Be alert and responsive to signs of bullying or racism. Complete the school's record keeping system for incidents of bullying or racism by, in the first instance, liaising with the Head Teacher.
- Contribute to and support the school's behaviour record keeping and monitoring systems, including adding incidents of concern to Bromcom as appropriate.

# Rewards

We recognise that rewards and praise for good behaviour are far more effective and positive than consequences are for poor behaviour. It is our intention that the system for rewarding and praising good behaviour should play a far more important part in the day to day running of the school, than sanctions.

In order to reinforce our expectations and rules we have a system of rewards in place. Children adhering to the rules will be constantly and consistently rewarded by:

## All children

- Whole school reward system to collect 25 stars that can then be exchanged for a small gift (age appropriate with educational bias where possible).
- Behaviour champions chosen 1 per class, fortnightly as role models for the school. Badges worn to show who they are and termly, group treat given e.g. time relaxing, involved in choice activity, free playtime.

## KS1 (Reception, Years 1 and 2)

- Verbal and non-verbal signs.
- Thumbs up.
- Stickers.
- Good manners commented on.
- Well Done Assembly every Wednesday - pupil of the week, reward charts, reading champion, and special mentions.
- Being sent to Head teacher with work etc., Special Headteacher's Award.
- Good news shared with parents via appropriate platform (face to face, facebook, postcard home).

## KS2

- Use of verbal and non-verbal signs.
- Stickers.
- Good manners commented on.
- Well Done Assembly every Wednesday - pupil of the week, reward charts, reading champions and special mentions.
- Being sent to Head teacher with work etc., Special Headteacher's Award.

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- Good news shared with parents via appropriate platform (face to face, facebook, certificates home).

## Sanctions

If pupils choose to not adhere to the code we will use sanctions.

Staff will use the behaviour support chart across all classes within the school. The chart has W 1,2,3,4 and 5. Teachers record on the chart on a daily basis, circling from W upwards as incidents arise. W,1 and 2 are all warnings that levels of behaviour are not acceptable and impacting on whole class learning or showing disrespect to others. Levels 3 and 4 result in timeout to reflect on their behaviour and where appropriate, their behaviour will be discussed with Mrs McAtear, Head of School. It is a proven and positive way of promoting positive behaviour within classes.

Sanctions include:

- 5 minutes time out when on step 3 - Time to 'think' following an incident.
- 10 minutes time out when on step 4 - Time to 'think' following an incident.
- Supervised and constructive 'Time Out' if appropriate.
- Step 5 involves Mrs McAtear, Head of School discussing incidents with parents and developing strategies to move forward and support the child. The child will also spend the next session of their learning with a member of SLT.
- Setting up a home/school diary for a limited period with positive as well as negative behaviour being recorded.
- Serious incidents that are not covered as part of the 5-step system will be dealt with by senior staff and parents will be contacted and may be required to attend a meeting at school.
- Referral to a senior leader, the leader having been first briefed on the issue. Pupils are not normally 'sent' to a senior leader unannounced except in exceptional circumstances or where there is a safety issue. In this case, the senior leader should normally be sent for to attend the problem.

## **Review**

This charter will be internally reviewed periodically and ratified by the governors as part of their policy review cycle.

Last reviewed by the Governing Body: November 2024

Next review by the Governing Body: November 2025



