



BRENZETT CHURCH OF ENGLAND PRIMARY SCHOOL

Name of Policy:	Behaviour Policy	
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Date Updated:	September 2021	
Updated By Who:	Exec Headteacher/Head of School	
Policy Originated from:	Brenzett Primary School/SPS/Aquila/KCC	
Date To Be Reviewed:	July 2022 or as appropriate	
Policy Approved By:	SLT: Sept 2021	
	Staff: Sept 2021	
	Governors: Sept 2021	

Our Vision Statement:

At Brenzett Church of England Primary School, we will provide children with a purposeful, rich and holistic environment that puts community and family at its heart. We believe that children should be the aspirational champions of their own unique success, by providing them with life in abundance in the eyes of God.

Brenzett Values Statement:

'Life in abundance'

*The thief comes only to steal and kill and destroy;
I have come that they may have life, and have it in abundance. John 10:10*

Our Key Christian Values are:

- Community:** The Believers Share: Acts 4: 32-35
- Compassion:** Jesus Heals a Sick Man: John 5: 1-15
- Friendship:** Two are better than one: Ecclesiastes 4: 9-10
- Forgiveness:** The Prodigal Son 15: 11-32
- Respect:** The Parable of the Good Samaritan; Luke 10: 25-37
- Trust:** Trusting in God: John 14: 1-6

Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

This policy should be read while referencing our school's Single Equality Scheme. All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Brenzett and should be closely linked to our other policies.

Aims

- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self-discipline
- To encourage and praise greater effort in both work and behaviour
- To ensure appropriate behaviour and language throughout the school
- To ensure a consistent approach to discipline which is used by all the adults in the school
 - To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques
- To prevent bullying

Responsibilities

All members of the school community – teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- providing a well ordered environment in which all are fully aware of behavioral expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other.

Senior leaders will always endeavour to be on hand to support with behaviour issues, however this policy aims to ensure that the vast majority of incidents can be dealt with immediately by staff in classrooms on or the playground.

School Expectations

To respect yourselves, others and the environment

To champion an inclusive learning environment

To listen, engage and follow instructions

To take pride in your own learning

Playground Expectations

We will treat all equipment properly

Include people in our games and play

Help people when they are hurt

Play nicely

Listen to adults

Stop when break is over – Whistle 1: **STOP Whistle 2: **Walk to your line.****

Speak to someone if we feel lonely

School Rewards

Our school rewards are based on a 'traffic light' system, which encourages pupils to display expected behaviour all the time.

Each child begins the day on green. If they end the day on green (without having been on red – see Sanctions and Consequences) they earn a 'Good to Be Green' tick on a chart next to their name. At the end of the week, if 5 green ticks are earned, the child earns themselves a 'Good to be Green' sticker during Celebration Worship.

Stickers or comment cards are used to celebrate and reward hard work, demonstrating values and upholding the ethos of the school. These are given by all adults in the school when they feel appropriate.

Exceptional Behaviour and work

Pupils are rewarded for going above and beyond expected behaviour or completion of work to a high standard. If received, they will receive a 'purple star' and go to see Mrs Young to celebrate this achievement and received a special sticker and certificate in celebration assembly. The pupils picture will be shared on Social media and in the Newsletter (With parental consent)

Sanctions and Consequences

Positive Preventative Strategies

The best way of dealing with a difficult situation is to prevent it happening in the first place. A clear method of preventing negative behaviour is to observe and assess the behaviour and needs of the pupils within the school and tackle difficult and challenging behaviours.

Whilst praise and rewards will be sufficient for the vast majority of children, occasions will arise where sanctions need to be used as a consequence of unacceptable behaviour.

Whole class sanctions should be avoided where possible.

At Brenzett we believe strongly that low level disruption is unfair on pupils, teachers and the whole school community. In order for children to learn they need order, consistency and an environment which is conducive to learning. Therefore, we set our expectations high and expect parents and carers to support our decisions and strategies to encourage good behaviour.

If children are breaking the school rules they will receive a warning. The adult must stop them with their hand up (Stop sign) wait until they are listening, and clearly explain why they are receiving that warning 'This is your first warning for...'. If the child continues, they will be moved to the yellow section, again with the adult stopping and explaining to them 'This is your second warning for...'. If on yellow, the child is moved to the reflective area within class for 5 mins to carry on with their work.

If this behaviour continues upon return, their yellow warning card is turned to red and they will miss 10 minutes of the next available play / lunch time.

Once completed, the child returns to green (with a note in the behaviour book) but they have forfeited their chance for a green tick.

If the child has visited 'red' twice in a week, they must be sent to a member of SLT. If they have visited 'red' three times in a week, parents will be spoken to by the class teacher.

In some circumstances, the day may be extended for pupils, in agreement with the parents/carers.

Recording Behaviour Incidents

It is the adults responsibility to record the incident via My Concern. They must write down:

- What was happening prior to the incident
- What happened and how it was dealt with
- Names of other children involved
- Names of any other adults and their involvement.

It is the responsibility of the adult who deals with the incident. If the behaviour is immediate 'red' behaviour where inappropriate language, as racial abuse, homophobic language or physical violence this must be brought to SLT's attention.

The outcome will be dealt with on a case by case basis and SLT will follow the behaviour policy as guidance.

It is the class teacher's responsibility to tell SLT when the child has been in that situation twice (for a chat with SLT) or 3 times (to arrange a meeting with parents) within a week.

Bullying and Racism

Any form of abuse, bullying or racism will **not** be tolerated and will be recorded on My-Concern. The definition of bullying is clearly defined in the school's 'anti bullying' policy. This covers cyberbullying and the use of homophobic language. The definition of racism as defined and applied by this school is also in the school's anti-bullying policy. All staff will challenge incidents of prejudicial behaviour and language. All incidents of homophobic, racism, transphobic, bi-phobic and sexist behaviour will be recorded as a CP concern on 'My Concern'

However, **as a school we recognise that abuse in all its forms will not be tolerated and this includes: Peer on peer abuse. We recognise that this is not 'banter', 'having a laugh' or part of growing up'**. Therefore, the school has a 'zero' tolerance when dealing with all incidence of abuse, racist, homophobic, religious abuse and extreme physical violence. Options may include: immediate discussion with parents, internal or external exclusion.

In addition, other sanctions may be used for poor behaviour. We may phone, write a letter or arrange for a face-to-face discussion with parents. We may also use a behaviour plan.

Extreme Behaviour

In EXTREME CASES of physical or verbal aggression towards staff or pupils, persistent low level behaviour or uncontrollable behaviour:

- send the red SOS circle to the office for assistance
- try to ensure the safety of the majority of children, removing from the room if necessary.

Physical intervention by staff

There are specific staff members that have attended 'positive handling' training. If we believe that a pupil is at risk of harm to themselves or others, as a last resort, the trained adults will physically remove the child from the situation.

All extreme cases will be discussed between the class teacher and a member of the Leadership Team so that individual needs can be met and consistency applied.

Internal isolation / exclusion may be used in extreme cases.

The class teacher is responsible for setting the work for internal isolation and must liaise with SLT to arrange a time for parents to be called in, for a meeting.

Pupils going AWOL – if a child leaves the teaching area the **red circle card** should be sent immediately to the office. Teachers must endeavour to stay with the majority of the class. Parents will be informed by telephone.

If a child leaves the school site, the Headteacher and the office should be informed immediately. Staff should only follow the child if doing so does not place themselves or the child in further danger. Parents and the police will be called.

In cases of persistent unacceptable behaviour the Leadership may decide to put a pupil 'on report'. This will require a member of staff to rate the pupil's behaviour on a scale of 1-3 for each session during the day, with the pupil reporting to a member of the Leadership Team to discuss their progress at the end of each day. Pupils will initially be put on report for two weeks, with their status reviewed at the end of each week at the Leadership Team's discretion. Lack of improvement in behaviour or further serious incidents may result in a fixed term exclusion.

Exclusions

Fixed term exclusions and permanent exclusions are the final consequences.

If children are at risk of exclusion a Pastoral Support Plan (PSP) is set up to address the pupil's extreme behavioural needs to try to prevent further incidents.

Should an exclusion still be required, DfE guidelines are followed and the Local Authority Inclusion Officer will be informed at the earlier opportunity. Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated. Permanent exclusion would normally follow a pastoral or behaviour support plans failure to resolve outstanding issues; however, the school would permanently exclude a pupil without a PSP/ BSP if the circumstances justified such action. At all times the school will follow local and statutory guidance when considering exclusion.

A written record of the discussion and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Outside Agencies

There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENDCo and the Headteacher, or as the result of a pupil review meeting. Any outside agency will need information. Therefore, teachers need to document evidence of behaviour carefully in the day book, or in separate notes, so that it can be collated when required.

The school makes reference to relevant DfE guidance to support this policy.

Appendix 1: COVID-19

We expect children to follow the normal procedures of exemplary behaviour at all times. The behaviour as set out in the main body of the policy is still expected at all times.

Based on current guidelines from the Government, this appendix covers behavioural expectations during COVID-19.

Not following any of the expectations below ***will result in immediate withdrawal of the pupil and parents will be called to collect:***

- The ability to follow instructions the first time they are given which is a matter of safety for all
- Deliberate or malicious intent to endanger anyone, including staff.
- Absconding, or attempt to abscond, while being removed to or kept at a place of isolation
- Failing to maintain good hygiene in school: following modelled handwashing expectations (as set out by Public Health England), handling equipment that is not part of their pack without explicit instruction from an adult and not covering their mouth or nose when coughing or sneezing followed by washing their hands.