



NAME OF POLICY: **Positive Behaviour Policy**

STATUS: Statutory

DATE ISSUED: September 2020

REVIEW DATE: September 2021

APPROVED BY: **Governing body**

APPROVED DATE: **September 2020**

Introduction

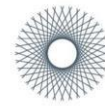
At Bromet Primary we take a positive and proactive approach to behaviour management. We believe that good behaviour is necessary for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is friendly, safe, peaceful and fair. Good behaviour is something that must be carefully developed, supported and sustained. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for effort and achievement. We understand that a positive and proactive approach should also be focused on developing the children's ability to self-regulate and manage their own behaviour in a range of situations.

There are three basic principles upon which our behaviour policy is based:

- Behaviour is a form of communication
- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child
- We believe that behaviour and self-regulation should be developed and taught over time
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable

Everyone at Bromet Primary School has a part to play in the promotion of high standards of behaviour this includes staff, children and parents. It is important that our clear code of conduct is reinforced by a balanced combination of rewards, consequences and learning opportunities within a secure and positive environment. We use a PSHE scheme of work called 'Jigsaw'. 'Jigsaw' brings together PSHE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning that aims to improve behaviours and relationships.

All staff, regardless of the purpose of their employment, should feel confident that the decisions taken by them are consistent with the policy and will be supported by colleagues and our community. All staff have received training in Herts Steps which includes a common language and understanding. Furthermore four members of staff are Thrive trained practitioners. It is vital that all parents understand this policy and support their



children and trust the school by sharing any concerns, meeting with staff but at all times leaving any questions, investigations or consequences to the school. If an incident has occurred in school parents will never approach other parents with concerns as they will not have been involved in any investigation, it is important these concerns are shared with school staff.

Principles:

When deciding how to respond to a child or situation, staff will be guided by the following principles as identified by school:

Child:

- Every day is a new beginning
- Ensure the safety of children and adults
- Develop pride in self and respect for others
- We all need to learn from our mistakes
- Self –assessment is the key to behaviour change
- Children will be encouraged to reflect on the natural consequences of their actions alongside the ‘smiley’ reward system
- Children will understand that being honest is important; any false accusations against other children or staff will be taken seriously.
- Children will understand that they represent Bromet at all times they are in school uniform; on trips, walking to and from school- any complaints from members of the public, other parents, children or staff will be investigated.
- Children will take responsibility for their learning and safety and that of others; if they have personal belongings with them that prevent this staff will look after these items and ask a parent to collect the items at the end of the day.

All-child, staff and parents

- Everybody is welcome and belongs at Bromet
- The child, teacher, staff member, parents and peers may all contribute to the difficulty and all have a part to play in the solution which may take more than a day to resolve
- Encourage collaborative problem solving between staff/ children / parents



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- Children, staff and parents need to feel they are heard and understood

Staff

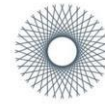
- We will teach the language of collaboration
- Support is tailored to the individual (one size does not fit all) and is confidential to the child and their family
- There will be agreed acceptable behaviours i.e. non negotiables- no swearing, punctuality, no hurtful comments/ physical harm, taking care of property
- We don't label children- expect the best not the worst
- Prepare for lifelong learning
- Interventions and support must be linked to the cause of the behaviour
- Staff will be given training to update their knowledge and skills around child psychology and appropriate interventions/ curriculum/ techniques to help children to meet their emotional and social needs
- As a school we recognise there will be a reason for any inappropriate behaviour and we will seek to establish the underlying cause

Adults-staff and parents

- All adults that either work in school or attend as visitors including parents consistently model behaviours such as empathy/ manners/ valuing others explicitly- we talk to children as we expect them to talk to us.
- Protect and nurture the child's sense of belonging and connection with other children and adults. We will not compare with older/ younger siblings.

The Curriculum and Learning

An appropriately structured curriculum and effective learning environment play a significant contribution in ensuring appropriate behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focusing on the behaviour rather than the individual child. We need to teach behaviour, as we teach other areas of the curriculum, through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.



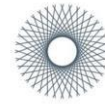
The Pastoral Mentor is available throughout the day and at lunchtime- walking around in the dining hall and outside.

Strategies to encourage positive behaviour

Principles and values apply both inside and out of school, high standards of behaviour are expected at all times. Our most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well. All staff must take the lead in modelling the high standards of behaviour, courtesy and respect they wish to see in their classrooms and throughout the school.

Strategies are used to encourage the child to change their behaviour. These may include:

- Varying teaching styles
- Directing questions to the child to encourage participation
- Use of other adults in the room
- Changing the position of the child and teaming them up with a good role model
- Organising the classroom (and equipment) to pre-empt possible reasons to be distracted
- Knowing individual trigger points and avoiding them
- Differentiating time expectations
- Give public and private praise for good behaviour as shown by the individual or the class
- Smile and show warmth
- Give and encourage the taking of responsibility
- Have a quiet word in the early stages of misbehaviour
- Give non-verbal signals – a steady disapproving look
- Move the child nearer the teacher/adult
- Isolate the child from an ‘audience’
- Focus all comments on the behaviour and do not make personal comments
- Avoid shouting at all costs
- Allow a child to ‘cool down’ before dealing with an incident . Give children thinking time.



Children should learn from experience to expect fair and consistently applied consequences for negative behaviour that make apparent the distinction between serious and minor offences. All our children should be aware that incidents of harassment and bullying will not be tolerated.

They will be dealt with in a manner that supports and protects the 'victims'.

When problems do occur, staff should try to avoid over-reacting; focusing on remaining calm and listening to all sides. We do recognise, however, that dealing with challenging behaviour can be stressful for staff, and they may need to be given support by colleagues.

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, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. In line with DfE guidelines all children will be facing towards the front of the class. Classrooms should be organised to develop independence and personal initiative, they 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. Overall the classroom should provide a welcoming and affirming environment, which is accessible to all learners through differentiation. Non verbal signals will be used across the school eg clapping in the dining hall or assembly to get everyone's attention. From September 2020 each class will stay in their 'bubble' either in class or outside as per government guidelines.

Playground/outdoor areas

High expectations of behaviour are applicable in all areas of the school community, including the playground. All staff, including those employed at lunchtime, are trained to ensure that pupils are safe and that procedures are carried out consistently.

Our Rules

We have an agreed ethos which helps us to work together and ensure Bromet Primary is striving to be the best it can be.

- Take care of yourself
- Take care of others
- Take care of our school

In the Autumn Term, each class creates and signs a set of Class Rules which states they understand and agree to follow the Rules. These Class Rules differentiate the Our Rules to



all pupils across the school making them accessible to all. Children are asked to work together to explore what each rule means to them and write, photograph or draw examples of people doing these things. The Rules are displayed around the school, including the playground and pupils' Class Rules are displayed in every classroom. This policy is also intended to include online behaviour (also see Online Safety policy).

Rewards: whole-school

Children who follow Our Rules and behave appropriately will be rewarded. We have whole school and class systems in place to reward children which include:

- Stars of the Week
- Star Readers acknowledge on newsletter
- Raffle tickets (golden rules at lunchtime)
- Stickers
- Raffle tickets
- 100% Attendance
- Excellent presentation of work
- End of term Assemblies
- Charity House tokens- A token is awarded for an example of a good positive behaviour and/ or positive learning behaviour/ attitudes and/ or good pieces of work / contributions to lessons.
- Speaking to parents/ carers
Postcards home
- Sharing good news with parents/carers by letter, homework diary, conversation at the end of the day, phone call home (this call should only be made from school by the class teacher)

Rewards: classroom

Each class will also have individual and whole class reward systems in place to recognise and encourage good behaviour. These may include:

- Smiles, encouragement and praise which is meaningful, specific and refers to the child
- Gold or silver sticker from Head/Assistant Heads



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- Stickers/badges/certificates/achievement certificates/charity tokens
 - Showing significant achievements to Head or Assistant, other teachers, other classes and also in assemblies
 - Being given a responsible job in the classroom
 - Whole class rewards.

Celebration Assembly

There is a celebration assembly which links to Jigsaw PSHE each week for which teachers choose:

- A child from each class to be rewarded with a Star of the Week certificate and share their social or academic achievement with the rest of the school (Pupils may be selected for work, collaboration or if they have demonstrated a Growth Mind-set learning behaviour).

This will be through Google Meets from September due to Government guidelines.

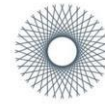
Consequences for unacceptable behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children will find it difficult to follow Our Rules. Sanctions will be used in a balanced way and will focus on the act and not the child. Children should be helped to understand why their behaviour is not acceptable.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND, who may have specific needs relating to behaviour, will find it difficult to follow Our Rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist, etc.) Parents/carers will be involved in supporting the school in managing their child's behaviour needs. It may also be appropriate to develop multi-agency work if there is more than one agency working with the child or family, or a Pastoral Support Plan if the child is at risk of exclusion (fixed-term or permanent). Fixed-Term and Permanent Exclusions may be issued as a consequence of unacceptable behaviour.

Reflection at lunchtime is used as a consequence for inappropriate or unacceptable behaviour and logged in the Reflection Log.

In extreme circumstances the use of foster classes could be used to break the cycle of inappropriate behaviour. The child will complete a reflection sheet to explain their actions and the impact of them on others. Children will be escorted to a foster class and must not be expected to go there independently.



Foster classes: AH's classroom, one hour is the maximum time in a foster class

The foster class teacher will not stop teaching their own class to discuss the sheet with the child. Responses made (either written or drawn) should be discussed with the child at an appropriate time (e.g. playtime or lunchtime) to ensure they have taken responsibility for their actions, understand how they should have behaved and also how to make amends. This to be done by class teacher. Any work missed to be made up in child's own time.

Links with home

At Bromet Primary we believe in working to build a partnership with parents/ carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared by:

- Our Home-School Agreement
- Newsletters and through awards which are sent home
- The procedures as laid out in this policy
- Ensuring parents are involved in supporting the school in managing their child's behaviour issues including through their involvement in SEND Reviews, PSP and CAF meetings where appropriate.
- If children are in reflection three times in a month, there will be a phone call home.

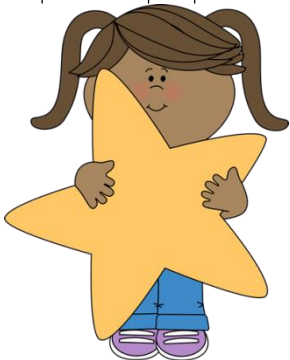

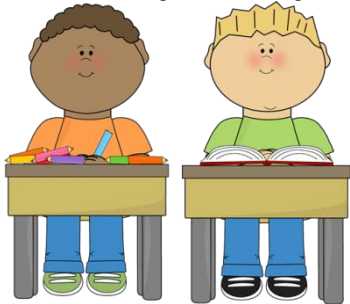
Review

This policy will be reviewed every year as a safeguarding policy. Monitoring takes place in a number of ways:



- The completion of short questionnaires by pupils, staff and parents/carers
- School council feedback
- Involvement of pupils in environment walks and interviews
- Parent/carer focus group feedback
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation



Bromet's Charter

Positive Behaviour	Context	Reward
<p>Positive 2 Exceptional- keep it up!</p> 	<ul style="list-style-type: none"> ● Extraordinary kindness (e.g. helping a peer when they are hurt) ● Persistence at a task they have found very challenging ● Role model to others ● Selfless behaviour ● Leadership/ Team work/ Sportsmanship ● Sustained modelling to others ● Excellent learning behaviour 	<ul style="list-style-type: none"> ● Tokens ● Class specific rewards such as: Raffle tickets ● Or marbles in a jar ● Sent to another teacher/KS Leader (AHT) ● Sent to HT- HT sticker and postcard ● Phone call home by CT/AHT/HT
<p>Positive 1 Fantastic- keep it up!</p> 	<p>Modelling classroom behaviours (listening, sharing, contribution to learning)</p> <ul style="list-style-type: none"> ● Following routines ● Setting an example ● Kindness ● Helpfulness ● Polite/ Manners ● Trying new things ● Taking learning risks ● Teamwork/ Collaboration/ Supporting others ● Good learning behaviour 	<ul style="list-style-type: none"> ● Verbal praise ● Class specific rewards such as stickers/ raffle tickets
<p>I am ready for learning</p> 		
Negative Behaviour	Examples of behaviour	Action/ sanction
<p>Stage 1 Low level disrupting others or not following the rules – the pupil will be given a reminder of how they should behave:</p>	<ul style="list-style-type: none"> ● Poor effort ● Disruptive fidgeting ● Rocking on chair ● Talking out of turn ● Calling out/making silly noises ● Disturbing others 	<p>Verbal warning</p>



	<ul style="list-style-type: none"> ● Disruptive noises ● Unkind remarks ● Bad language (one off) ● Wandering around the classroom ● Improper use of equipment ● Answering back (eg questions a situation) ● Pushing/running when moving around the school or lining up ● Rudeness 	
<p>Stage 2- Stopping individuals from learning or being happy, ignoring an adult – the pupil will be asked to move in class or given time out on the playground. Their teacher or a midday supervisor will discuss with them what happened and how they can ensure that this does not happen again.</p> 	<p>Persistent stage 1 behaviour</p> <ul style="list-style-type: none"> ● Not attempting their learning ● Hurting another child either physically or emotionally ● Serious misuse of school equipment ● Dangerous play ● Improper use of toilets or wash basins 	<p>Persistently continuing Stage 1 behaviour after being asked to stop</p> <p>In class: Age appropriate time out in class eg at another table/ individual table Related sanction eg re-do work or clean area Send to foster class for 5 minutes Working on their own within the classroom (not at their group table) Lose age appropriate minutes from break time</p> <p>Outside: If at break time or lunchtime - time to stand next to an MSA (if continues after this) time out with AD, Behaviour log to be completed by relevant member of staff and passed onto AD to record on ARBOR and forwarded to HT/AHTs Details may be sent home on the same day, including a phone call from the teacher after school</p>
<p>Stage 3- Stopping a lesson, hurting others or refusing to do as an adult has asked – The pupil will be given time out in a different class or they will be sent in from the playground. They will complete a reflection sheet during lunchtime and discuss this with the adult who sent them out of class or in from the playground. A behaviour log will be sent home. SLT will monitor behaviour logs regularly and record on ARBOR. Parents may be contacted to discuss</p>	<ul style="list-style-type: none"> ● Deliberate defiance ● Throwing objects ● Spitting at others ● Inappropriate language/ Swearing ● Persistent refusal/ Unwillingness to cooperate/follow instructions (this could be a failure to respond to warnings) ● Deliberately hurting another person physically or emotionally ● Stealing 	<p>Send to KS Leader for the rest of the lesson Lose all of lunchtime sent to SLT member on duty (reflection activity to be completed) Behaviour log completed by relevant member of staff in SIMS and forwarded to HT/AHTs before sending a copy home on the same day, including a phone call from the HT/AHTs and a subsequent meeting</p>



<p>these.</p>	<ul style="list-style-type: none"> ● Bullying (including cyberbullying) ● Vandalism/ Defacing others' work ● Breaching of health and safety issues 	
<p>Stage 4 – Repeatedly stopping lessons, hurting others, disobedience or a serious incident – The pupil will be sent to the Headteacher to discuss what happened. Their parents will be asked to meet with the Headteacher to discuss what will happen next.</p>	<p>Very serious incidents including persistence in relation to behaviours listed under 3</p> <ul style="list-style-type: none"> ● Eg discriminatory, abusive or threatening remarks ● Causing a deliberate injury ● Irreparable damage to property ● Persistent swearing ● Behaviour deemed to be inappropriate 	<p>Send to HT/AHTs Parents informed by HT/AHTs and a meeting as soon as possible Possible exclusion Possible intervention from other agencies When a pupil demonstrates a more serious behaviour this should be referred to the Senior Leadership Team immediately</p>