



Brampton Village Primary School

Behaviour Policy

Date Agreed	April 2023
Date of Review	April 2024

1. Behaviour Policy Introduction

Brampton Village Primary School is committed to having a positive and inclusive environment for all our community and in creating a therapeutic culture. We believe that in order for this to happen we need to maintain high standards of personal conduct, accept responsibility for our own behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline, not blind compliance. Our intention is to provide a culture and ethos in which every member of our community is treated with respect and trust.

As part of the caring ethos of our school we feel that it is important that we provide a supportive framework for children as they learn how to care for and respect themselves and others. An integral part of this involves positive expectations and clear guidelines for acceptable behaviour together with praise and encouragement. We acknowledge the crucial link between high self-esteem and successful social interaction.

In their time with us, children will be learning how to take responsibility for their behaviour. This involves reaching an understanding that our actions have consequences. We recognise that this is a learning process and that children will progress at different rates and will need different levels of support. As well as having their positive behaviour acknowledged, children need to be aware of what constitutes unacceptable behaviour and to know that this also has consequences.

Our Behaviour Policy is for the majority of our children. However, at this stage it is crucial to acknowledge the **huge significance attached to teachers and staff knowing their children** and tackling any misbehaviour in context. For a small number of identified children, including those on the SEN Register who may well have personalised support, 'blanket rules' may not be appropriate and adults will need to consider expectations that are sensitive to this and do not 'set the children up to fail' through using bespoke strategies.

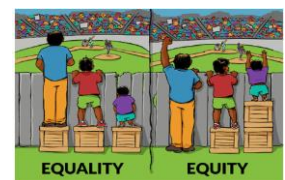
2. Aims of this Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure all members of our community are held responsible for their own behaviour.
- To empower staff to encourage positive behaviour and manage difficult behaviour without delegating.
- To ensure staff use the appropriate STEPS strategies for supporting positive behaviour.

We believe that all children are entitled to the support that enables them to fulfil their potential. We believe that each child should receive the resources, differentiated experiences, appropriate interventions and differentiated learning that will enable them to be successful.

We work on a basis of equity over equality.

- **Equality** is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.
- **Equity** is giving everyone what they need to be successful.



Following the 6Rs and School Code is what we expect as the 'norm' and all staff need to 'catch the children getting it right' through specific praise or rewards. Our School Code and 6Rs are the behaviours that we expect all children to show each day and these must be modelled by all staff.



	R		
r	E	fective	<i>thinking about how to get better at learning</i>
re	S	ilience	<i>sticking at something and ignoring distractions</i>
res	P	onsibility	<i>making good choices in behaviour and learning</i>
r	E	sourceful	<i>exploring different ways to get things done</i>
re	C	iprocity	<i>working with others, listening and helping</i>
	T		

The school has a simple code of conduct which sets the standards of behaviour both in class and throughout the shared areas of the school. Where a pupil's behaviour is dangerous or difficult, staff will follow the STEPS approach to restoring behaviour and modelling and teaching prosocial behaviour.

Our School Code

- ✓ **Do be gentle** – Do not hurt anyone
- ✓ **Do be kind and helpful** – Do not hurt people's feelings
- ✓ **Do work hard** – Do not waste yours or other people's time
- ✓ **Do look after property** – Do not waste or damage things and look after our school
- ✓ **Do listen to people** – Do not interrupt
- ✓ **Do be honest** – Do not cover up the truth
- ✓ **Do move safely and quietly around the school** – Do not run indoors
- ✓ **Do as you are asked to do by adults in school** – Do not ignore instructions or answer back

3. Cambridgeshire Therapeutic Thinking approach (CTT)

All approaches to behaviour support should adopt a positive approach, by using the principles of Cambridgeshire Therapeutic Thinking (formerly STEPS) which is a therapeutic-thinking and trauma-informed approach to behaviour. This means that staff understand what causes positive and helpful as well as difficult or dangerous behaviour. They recognise that all behaviour is communication and unpick what the behaviours are telling us. They focus on positive experiences and feelings, recognising that these usually lead to positive and helpful behaviour.

This approach recognises that positive experiences create positive feelings and positive feelings create positive behaviour. All opportunities to notice, model and praise prosocial behaviour should be taken by all members of our school community at all times. More detailed information and guidance about STEPS is included in the Appendices.

Managing behaviour is the responsibility of **all** staff in the school. Any low-level incidents remain the responsibility of the class teacher to be dealt with appropriately as part of the class community.

Responsibilities of all staff:

- **Meet and greet** at the door.
- Refer to CTT training. Ensure you are explicit and actually describe exactly what the pupil needs to do to improve their behaviour. It may not be as obvious to them as we think it is.
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and are adapted to meet the needs of all learners.
- Be **calm** and be prepared to take up time when discussing behaviour. Prevent before consequences.
- **Follow** up every time, retain ownership and engage in reflective dialogue with children.
- **Never ignore** or walk past children who are behaving badly.
- **Support** and **adhere to** plans for individual children.
- **Complete** relevant paperwork.

4. Promoting and celebrating success

Staff will promote and catch children showing prosocial behaviours, and especially those that represent our 6Rs. Staff will strive to achieve a consistent approach when rewarding children and use agreed language to give specific praise.

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Children are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti-Bullying week (refer to Anti-Bullying policy).

A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, difficult and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class rules. Individual strategies will therefore need to be implemented to support them. Strategies to support with this are in the Appendices.

5. Language

All staff are committed to using positive phrasing as opposed to negative phrasing to encourage a pupil to use prosocial behaviours. We recognise that, at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations we refer to the child as being ‘in crisis’ rather than ‘kicking off’, ‘playing up’ or ‘having a stroop’. More information is the Appendices.

Children do not display ‘challenging behaviour’ but ‘difficult behaviour’. (The same behaviour may not be challenging for other staff.)

NOT to be used	To be used
Negative Phrasing	Positive Phrasing
Get in here/ Give it to me now!	Stand next to me thank you
Do as you're told	Put the pen on the table or in the pot thank you
Get out!	Walk in the corridor thank you
Stop being silly	Stay seated in your chair thank you
Be good	(Child's name) This is listening time – thank you
Don't talk to me like that!	
Stop running	
Why are you talking?	
Don't fiddle with that	
Open Choice	Limited choice
What do you want to do?	Where shall we talk? Here or in the kitchen?
Would you like to go inside?	Are you going to sit on your own or with the group?
	Are you starting your work with the words or with a picture?
Empowering the behaviour	Disempowering the behaviour
Come back here, Now!	You can listen from there
Get down from there!	Come and find me when you get back
Don't you dare swear at me!	Come out from under the table in your own time
I will let you use the computer if... (negotiating)	I can see something has happened
	I am here to help
	Talk and I will listen (offer help)
	Come with me and ... (offer a way out)
	Use child's name (to personalise)

6. Rewards

Class systems and individual systems can be used but children's names should never be displayed and rewards cannot be taken away once they have been given, such as removing marbles or negative dojos. Stickers for recognising and using our 6Rs can be given. We will recognise achievement through awarding individual certificates, such as those in use for Reading, Accelerated Reader and TT Rockstars.

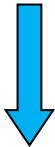
7. Consequences

Where children show anti-social behaviours it is appropriate and necessary for them to see the consequences to their actions. There are two types of consequences that should be used, Protective and/or Educational.

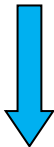
BVPS School Code and 6Rs – what we expect everyday

Prosocial (Rewards)

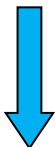
We have clear systems in school that ensure that all children are aware that making positive choices about behaviour results in positive consequences and acknowledgements in order to 'mark the moment'



- Non-verbal rewards, eg, smiles, thumbs up
- Verbal or written praise from the member of staff
- Sticker from a member of staff
- House or Dojo points
- Marble in the Jar, class raffle or other class system
- Use of the Respect Book
- Use of Lunchtime Awards from MDS staff



- Sharing work or event in Key Stage Assembly
- Verbal praise, written comments, sticker from AHT/DHT/HT
- Star of the Week Award



- Email home from teacher/SLT member

Antisocial (Consequences)

A clear reminder about expectations and use of strategies to stop behaviour escalating such as redirection, refocussing, 'knowing look' or gentle hand on shoulder etc.



A clear verbal warning directed at the child making them aware of their behaviour and clearly outlining the consequences. Make it clear that a change in behaviour is expected. Offer the child a limited choice, either they behave in accordance with the school code of conduct or class ground rules, or a consequence will apply.



- Loss of playtime minutes (to be supervised by a teacher)
- Re-doing /finishing work at lunchtime / playtime
- Time out in class at a separate work area or a different area of the playground if outside
- If this occurs 3 or more times a week it must be recorded on MyConcern and parents/carers be contacted by Class Teacher
- Child to complete 'My Reflection' task with SLT if 3 or more times in a week (see Appendix C)



- At lunchtimes the following can be applied:
- Verbal warning by Midday Supervisor
 - Time out, either with a Midday Supervisor or on a bench
 - Referral to SLT and loss of lunch time play
 - If this occurs 3 or more times a week it must be recorded on MyConcern and parents/carers be contacted by SLT





More serious defiant or dangerous behaviour, either will be referred to a member of SLT and dealt with in line with in line with the chart in Appendix A.

BVPS School Code and 6Rs – what we expect everyday

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<ul style="list-style-type: none"> ○ ‘Well done’ ○ Sticker ○ House or Dojo points ○ Marble in the Jar, class raffle or other class system ○ Name in Respect Book ○ Middy tickets 	<ul style="list-style-type: none"> ○ calling out/talking over others in class ○ running indoors ○ not following instructions ○ disrupting other children ○ name calling ○ inappropriate language ○ hurting others 	<ul style="list-style-type: none"> ○ Loss of playtime minutes ○ Re-doing /finishing work at lunchtime / playtime ○ Time out in class or a different class) ○ If this occurs 3 or more times a week parents/carers be contacted and complete ‘My Reflection’ <p>Lunchtimes</p> <ul style="list-style-type: none"> ○ Time out, either with a Middy Supervisor or on a bench. ○ Sent to Mr Allen or Mrs Cooper
<ul style="list-style-type: none"> ○ Sharing work or event in Assembly ○ Go and see Mr Allen or Mrs Cooper ○ Star of the Week Award 	<ul style="list-style-type: none"> ○ dangerous behaviour that hurts another child physically or emotionally <i>kicking, punching, biting, spitting, fighting</i> ○ swearing or persistent rudeness throwing things ○ damage to school or personal property ○ bullying 	<ul style="list-style-type: none"> ○ Sent to Mr Allen or Mrs Cooper ○ Parents/carers contacted
<ul style="list-style-type: none"> ○ Parents/carers contacted 		

8. Responsibilities

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Be a visible presence around the site.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support all staff in managing learners with more complex or entrenched anti-social behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly support, target and review provision for learners with Individual Risk Management Plans (IRMP).

Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness via the information supplied as part of the Headteacher's Report to governors. The Headteacher has the day-to-day authority to implement the behaviour policy.

Children

Children will:

- follow our school Behaviour Code
- respect one another, themselves and all adults
- make prosocial behaviour choices
- respond to antisocial behaviour of others by using the following strategies:
 - Say to the person doing the unwanted antisocial behaviour: "Please stop. I don't like it", "Please stop or I will have to ask an adult for help".
 - Tell an adult.

Parents and Carers

Parents and Carers will:

- Support the school's behaviour policy principles, ethos and work in partnership should any challenges arise
- model respectful behaviour in front of their children
- praise and promote prosocial behaviour

9. Exclusion

Exclusion is used rarely and only as an absolute last resort, where it is in the best interests of the child and/or necessary for the safety, security and orderly conduct of other children at the school. The Cambridgeshire County Council Exclusion Guidance for schools is used when considering any exclusion with the check list for Head Teachers being completed in all circumstances.

The Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. Any violence towards staff will not be tolerated and the child will be excluded for a fixed period. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently for repeated occurrences although this is the absolutely last resort for the school.

Whenever the Headteacher excludes a pupil, the parent/carer must be notified immediately, ideally by telephone followed up by a letter within 24 hours. The procedures as set out in the CCC Exclusion Guidance will be followed.

Following any exclusion the parent /carer and child will be invited to attend a reintegration meeting.

10. Review

The effectiveness of this policy will be monitored and measured through:

- Pupil feedback – via the school council and pupil voice
- Parent and staff feedback
- My Concern
- Governor monitoring

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Governing Body.