

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

**We have six key values that underpin everything we do.**

**Our 6Rs are built around respect - respect for ourselves, others and our school.**

**We expect everyone to take on board these values at all times when they are at school because for Respect to succeed we require everyone to play their part.**

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.

All approaches to behaviour support should adopt a positive approach, by using the therapeutic principles of Cambridgeshire 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.

The STEPS 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.

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.

In their time with us, children learn 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.



## 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
- ✓ Do listen to people – Do not interrupt
- ✓ Do be honest – Do not cover up the truth
- ✓ Do move safely 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

## Recognising Positive Behaviour

- ✓ Non-verbal rewards – e.g. smiles, thumbs up.
- ✓ Verbal or written praise from the class teacher or supervising adult.
- ✓ Sticker from the teacher or supervising adult.
- ✓ Sharing work or event in Key Stage Assembly.
- ✓ Verbal praise, written comments, sticker from a member of senior staff.
- ✓ Star of the Week Award
- ✓ House points
- ✓ Dojo point
- ✓ Marble in the Jar, class raffle or other class system.
- ✓ Certificate (AR)
- ✓ Email home from teacher/SLT member

Unacceptable behaviour is always challenged. A staged consequences are used:

- It will be made clear to the child that their behaviour is unacceptable e.g. through a look, a pause or one word
- A verbal warning will be given.
- 'Time out' within the classroom (e.g. moving the child to another area of the classroom) will be given. 'Time out' at playtime with mean moving the child to a designated area of the playground e.g. near the adult on duty.
- If the unacceptable behaviour persists, time out of the classroom may be given. Children may be sent to another class or to a member of senior staff.
- Where a child behaviour continues to be a cause for concern, parents will be invited to discuss their child's difficulties with the class teacher. Parents will be asked to support the school in conveying to their child the unacceptability of their behaviour.
- Where these steps do not result in improvement in behaviour, or where a child's unacceptable behaviour causes injury or risk of harm (emotional or physical) to another, or deliberate damage to property, an immediate consequence will be applied and parents informed.
- In extreme cases, where attempts to modify a child's behaviour have been unsuccessful, and where parents have already been informed, the child will be excluded for a fixed term. A pastoral support plan will be put in place for any child who is at risk of exclusion.

*If you have any questions please always speak with your child's class teacher.*

*Our aim is to create an environment which promotes children's self-esteem, to make our school a place where pupils feel happy, safe and able to enjoy learning. We strive to provide a learning climate in which children can flourish and achieve their very best; where they can celebrate their differences and develop the skills and confidence to build happy and successful futures.*

*By working closely with parents and the community we aim to build strong and effective partnerships, which help children to thrive.*

## Brampton Village Primary School

### Behaviour Code



