

Badgerbrook Primary School Behaviour Policy

Our school is committed to promoting the good behaviour of pupils in such a way that the learning and well being of all children is ensured. The policy supports our 'Written Statement of Behaviour Principles' (see Appendix C).

The school adopted a set of whole school rules, which all of the children in school know and it is expected that they adhere to;

Be kind and respectful to others.

Be brilliant and ready to learn.

Be safe.

Be proud of yourself.

These are discussed and shared around school.

Rationale

At Badgerbrook Primary School we aim to provide a caring and supportive environment to enable all members of the school community to feel safe and respected.

All staff are asked to ensure that they work within this policy and apply it to all children fairly.

Aims

We aim:

- to promote a calm and happy atmosphere
- to provide a safe and secure environment
- to develop children's self-esteem and encourage self-discipline
- to show respect for others, their feelings and belongings
- to be fair and be seen to be fair
- to have clear expectations.
- to have strategies to ensure the expectations are met
- to ensure consistency in approach

Expectations

Expectations for behaviour in school are clear and discussed with the children at the beginning of each academic year.

At Badgerbrook PHSE schemes of work, such as Cambridge PSHE, Circle Time and No Outsiders are used throughout the school to teach about positive behaviours towards others. These programmes promote respect for one another's views and feelings and give children opportunities to discuss problems and issues as they arise. We expect that everyone will:

- Attend school regularly
- Be punctual

- Always try their best
- Be kind to others
- Look after school property
- Keep the school clean and tidy
- Move safely and quietly around the school
- Speak and listen at the appropriate times
- Tell a member of staff if there is a problem

Positive Behaviour

At Badgerbrook Primary School if a child successfully follows our expectations this should be acknowledged and rewarded. In our school we believe that good behaviour is promoted by:

- positive relationships
- a stimulating curriculum and environment
- positive role models
- the application of the Good to be Green – rewards and sanctions system
- our 'No Outsiders' work, which ensures that everyone feels included, regardless of their individual differences.

Rewards and Recognition

Verbal Praise

We believe that verbal praise is an important factor in creating positive atmospheres which will promote good behaviour. It is important that adults remain positive towards children at all times.

Good to be Green cards/Praise pad notes/Certificates

These are given to reward children for good behaviour. The main aim is to remain green and receive the praise and rewards for being green. Children who have been Green all week are acknowledged in whole school assembly and some of those will have a certificate from the teacher's Praise Pad sent home or receive a Good to be Green certificate in Whole School Achievement Assembly.

Golden Time

This is used as a reward for good behaviour and the activity is usually chosen by the class.

Headteacher Awards

Each week children throughout the school are nominated by members of staff for a Headteacher's Award. Midday staff also nominate pupils for weekly Lunch Time Behaviour award and these are displayed collectively on a class chart.

Unacceptable Behaviour

What is unacceptable behaviour?

- being disruptive in the lesson or activity
- deliberately hurting others.

- bullying
- defiant and challenging behaviour
- refusal to follow instructions (including in relation to social distancing during COVID-19)
- fighting
- verbal abuse of staff/other adults in school or of other children
- swearing
- damaging property
- stealing/persistent lying
- purposefully accessing inappropriate websites
- peer on peer abuse - including bullying, physical assaults, sexual violence/harassment, sexting, initiation/hazing violence.

These should be reported to the Designated Safeguarding Lead to manage the situation. (Please see the school's Safeguarding policy and the latest KCSIE September 2019)

Should it be necessary, sanctions will be consistently and firmly applied and therefore good behaviour promoted.

Good to be Green Sanctions

The main aim of the 'Good to be Green' is to stay green. See Appendix A, for the cycle.

Step 1; The child is given a blue 'Stop and think' card for a minor reminder about how to behave. The ownership is given to the child to make the correct choice on how to behave.

Step 2; The child is given a yellow 'Warning card' if they persist in the same behaviour.

Step 3; If the child chooses to persist, then they are given a red 'Consequence' card. They will then miss ten minutes of their playtime and think about what choice they should make next time.

In the event that a child displays one of the more severe behaviours, e.g.; hurting another child or swearing, then they receive a red 'Consequence' card and will be sent to see a member of SLT and if necessary, their parents will be informed. These are recorded on a behaviour incident form (Appendix B).

Even if the child has received a Stop and Think, Warning or Consequence card they still go back to green at the start of the next session. Every child has a new positive start. In the rare occasion that a behaviour is sanctioned at the end of the school day, the child will have the consequence at playtime the following day but they will still start a new day on green.

Involvement of Parents

If a child continues to exhibit poor behaviour, the teacher will arrange to speak to the child's parents informally to discuss the possible reasons for his/her poor behaviour. A home/school book may be used for a short period of time so that parents and teachers can

monitor improvement and keep the parents fully informed. It is important that good behaviour is acknowledged and praised in the book so that the child receives positive feedback when appropriate.

When parents express concern about their child's behaviour at home, the school can support in a variety of ways:

- Staff available to listen to parents' concerns
- Inform parents about local 'Fun with Families' courses
- Refer the parents to the School Nurse
- If necessary, the school can initiate involvement with 'Early Help'

Referral to Phase Leader and on to SLT

If the child's behaviour does not improve following the involvement of parents, the teacher will consult their Phase Leader.

If the behaviour does not improve, the SLT will be informed. At this stage, parents will be invited to attend a meeting with the Headteacher. At this meeting future shared actions will be decided to support the child and parents to change the persistent misbehaviours.

Fast Track

For certain serious misbehaviours such as:

- fighting
- bullying behaviour
- bad language
- defiance
- damaging school or others' property or stealing
- inappropriate behaviour on off site visits, including swimming
- attacks on staff
- refusal to follow instructions

Parents will be contacted immediately by the school and invited to a meeting with the Headteacher and Deputy Headteacher or Assistant Headteacher.

Exclusion

Exclusion is an extreme step and will only be taken in cases where:

- long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- an incident of extreme seriousness has occurred

At Badgerbrook we follow the Department for Education's procedures on exclusion. This guidance is available at

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

Restrictive Physical Intervention

Staff will view physical intervention of students as a last resort every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention.

The decision to use physical intervention will be based on a variety of criteria including:

- Following the guidance issued by the Department of Education
- Following school policy on physical intervention
- Implementation of a Positive Handling Plan
- Staff training
- Professional Judgement

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate to control the following behaviours

- self-harming;
- injury to other children, service-users, staff or teachers;
- damage to property;
- an offence being committed;
- any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

Any member of staff who undertakes a restrictive physical intervention should be clear as to why it is necessary and be able to show that it was in the pupil's best interest and that it was reasonable and proportionate. For those pupils assessed as being at risk of restrictive physical intervention Positive Handling Plans will be developed. These plans outline what techniques should be used and not used along with de-escalation strategies. School is aware that it has a legal duty to make reasonable adjustments for disabled children and children with special educational needs.

The judgement on whether to use physical intervention and what physical intervention should be used should always depend on the circumstances of each case and in the case of pupils with Special Educational Needs information about the individual concerned.

During the COVID-19 pandemic members of staff required to use physical intervention will have PPE equipment (gloves and masks) available to use.

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

Monitoring, Review and Evaluation

- The policy will be monitored to check effectiveness.
- Records will be kept in order to monitor and evaluate any changes brought about by the policy (Appendix B)
- All concerned parties will be kept informed of any review and action that will be taken.
- This policy will be reviewed annually with all staff

- All children will be reminded of the content of the Behaviour policy once a year when the school rules are revisited and the rules for their new class are devised and posted.
- Updated policies will be uploaded to the school's website for parents to access.

This policy was developed in consultation with staff and will be reviewed annually.

Signed:



Ms A Meyrick

Headteacher

Date: October 2021

1. The Good to be Green Behaviour Management System:



2. The school keeps a record of behaviour for yellow 'Warning Card' level incidents. To enable the identification of any patterns of behaviour which may begin to show.
3. More serious incidents which require a red 'Consequence Card' will be recorded on a Behaviour Incident Form (Appendix B) and kept in the class file. Depending on the severity of the misbehaviour, it will be followed up by a member of the SLT or Headteacher. Then as written in the policy, parents may or may not be notified immediately.

Appendix C

Badgerbrook Primary School's Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
 - The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.