



Behaviour Policy

"Good behaviour is a necessary condition for effective learning to take place."

(DES 1987)

"Love all, trust a few, do wrong to none."

(William Shakespeare)

Rationale

At Brentry Primary School, we pursue our Mission statement of 'Learn Together - **SHARE** Success' through a positive and consistently applied approach to behaviour.

Purposes

Effective learning is supported by good relationships; an atmosphere in which everyone feels valued and an environment where children are encouraged to know their rights and take responsibility for their own behaviour. This policy and the procedures to implement it are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, and pupils are helped to become positive, responsible and increasingly independent members of the school and wider community.

Good behaviour from pupils maximises the opportunities for **achievement** and **enjoyment**.

Good behaviour is vital to help ensure the safeguarding of pupils and staff.

Guidelines

This policy aims to promote good behaviour, work and attitude through praise and reward, rather than merely deter anti social behaviour. However, where necessary, self discipline is supported through fair and consistently applied sanctions.

Standards of Behaviour

The children bring to school a wide variety of behaviour patterns, and we, as a school, must work with pupils and parents towards homogenous, high and consistent standards of behaviour. We have made it clear to pupils, staff and parents what we feel constitutes this, linked to the values, attributes and attitudes in our school Mission, and what attitudes/ actions we feel lower standards of behaviour.

Behaviour Category Descriptors – Appendix 1

The creation of categories of behaviour allows us to monitor individual pupils and grade them as to their general behaviour. This allows us to monitor the behaviour as the pupils pass through the school, and to monitor the behaviour of whole classes. It also allows us to be more clear and concise when we report to parents about their child's behaviour.

The Unacceptable Behaviour Grid – Appendix 2

This is an attempt to make the sanctioning system clear to pupils, staff and parents. It makes clear what types/ levels of behaviour will lead to particular sanctions. It also makes clear what support will be offered to pupils who behave unacceptably.

Sanctions and support will be applied/ offered fairly and consistently, but additional consideration will be given to pupils with particular special educational needs and disabilities, and those pupils who have suffered Adverse Childhood Experiences.

The grid was completed with the help of the School Council and was communicated to parents. It is an implicit part of this document and should be referred to regularly.

Charters

When we held the Unicef Rights Respecting Schools Award, we linked our behavioural expectations to the responsibilities that are inherently associated with Children's Rights. We still use a whole school and class charters to clarify rights and responsibilities. The class charters are created with pupils at the start of each year and help define good behaviour and within these contexts, the responsibilities agreed by the pupils take the place of formal rules.

Reward System

We feel it is important to reward pupils who behave well. They should not be encouraged to behave simply for reward, but at the same time, consistent good behaviour and/or significant improvement in behaviour should be acknowledged, celebrated, and rewarded. Rewards are rarely materialistic in nature, but should allow pupils to highlight, share, and where possible, model their success.

- Children are praised verbally for any behaviour which supports the charters/school Mission.
- Children are in colour teams and are awarded team points for a range of positive behaviours. Points are counted weekly and the winning team for each class is announced and praised in the Friday Celebration assembly. The overall winning team for the school is awarded a trophy.
- Individual team point winners in each class may be rewarded at the end of the week.
- A pupil from each class is nominated weekly as the Playground Star, and gets to sit at the Top Table to eat their lunch for a week.
- All staff, including SMSAs, award stickers, mini certificates or use the team points system to promote positive behaviour.
- Children are given special roles and responsibilities as rewards, such as Infant Play Leaders, Junior Prefects and positions on the School Council.
- Children are sent to Head teacher/ Deputy Head teacher/ Teacher of their choice with good work or report of their good behaviour. Letters may be sent home to inform parents of consistent effort and/or improved behaviour.

- Staff nominate one or two children from their class each week to receive a Brentry Mission Star certificate linked to behaviour, effort and attitude. Certificates are given out in Friday award assembly and are followed up with a letter to parents. They are awarded based on criteria linking directly to the school Mission. The winners get to have cake with the Head Teacher on a Friday afternoon.
- We also have a 'Seen Acting Kindly' and a 'Good Manners' certificate, which any member of staff can nominate a pupil for. These are again handed out in Celebration Assembly.
- At the end of year Leavers' Assembly, trophies are awarded to the pupils in Year 2 and Year 6 who have come closest to embodying our school Mission. These trophies are highly regarded by pupils and parents.

Staff should avoid the use of blanket punishments. These are unfair and unpopular with both pupils and parents.

Sanctions

The school employs a variety of sanctions to help promote positive behaviour. These sanctions are linked to the 5 stages of Unacceptable Behaviour outlined in Appendix 2. The following is a basic hierarchical outline of sanctions which are applied, initially by class teachers, and then, as the severity increases, by the Senior Leadership Team:

- Verbal warning with a reminder of the rule broken/expectation of good behaviour.
- Second verbal warning with clear explanation of the consequences, which will be one of the following, to be decided by the teacher:
Team points removed
Child moved in class
Child asked to take time out of class - either directly outside the room or in a Partner Class
Children miss playtime
Children given a lunchtime Timeout - missing 30 minutes of play*
Child sent to Head teacher or Deputy Head.
- Staff will speak to parents about any serious incident not satisfactorily resolved at the time or where it is felt that this will support.
- In an emergency situation, a child will be sent to bring the partner teacher/ Head or Deputy.
- In an extreme situation, the rest of the class may be removed if a child needs to be isolated.
- In an extreme situation, the Head Teacher/ Deputy Head Teacher may be forced to exclude the child/ren involved.

All serious, concerning or patterns of poor behaviour are recorded on the school's CPOMs system.

*Lunchtime Timeouts can only be given by teaching staff. Pupils go to the classroom of the teacher on Timeout duty.

Ongoing poor behaviour

Parents will be informed early on in order that we can work together to support any difficult pattern of behaviour.

Persistent poor behaviour is likely to warrant exclusion. Parents will be warned, verbally where possible, and in writing, that this is a possibility if behaviour does not improve.

Discussions may be held with the SENDco to ascertain whether any intervention is needed, and what steps should be taken.

Records will be maintained to identify any patterns of behaviour.

Pupils who struggle with behaviour when supply teachers take their class may be removed to work in another class for the period of supply cover.

These sanctions, and any class specific minor variations, are explained to the children at the start of the year, with reminders when necessary.

Physical Intervention/ Positive Handling

Under very exceptional circumstances, physical intervention may be required to restrain a child's physical behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however, be considered in isolation. Staff will take steps to avoid the need to physically intervene through discussion and diversion.

We have adopted the guidelines and advice contained in the DFE's 'Use of Reasonable Force in Schools' 2013. Staff have received Positive handling training.

An individual handling policy will be written for children whose challenging behaviour frequently requires restraint in line with the local authority guidelines.

Fixed Term Exclusion

In applying exclusions (and, indeed, other sanctions), we will always consider any special circumstances which may be relevant eg. the age and maturity of the child, special educational needs and disabilities, past patterns of behaviour or particular pressures the child may be under.

A fixed term exclusion helps to alert the parents to the seriousness of the situation, gives the child time to reflect on what they have done and gives the school/ class some respite from the unacceptable behaviour.

Fixed term exclusion may result from persistent Stage 3 behaviour, but is usually linked to Stage 4 and 5 behaviours (see Appendix 2). They vary in length from half a day up to a maximum of 10 days depending on the severity of the behaviour. If it is necessary to exclude for a repeat of the same Stage behaviour within a school year, then periods are likely to be longer.

Work will be set for the pupil to complete whilst excluded.

It is the responsibility of the parents to attend a meeting with the Head/Deputy on the child's return to school to discuss how to avoid any repetition of the behaviour.

All fixed term exclusions are reported to the Governors and the Local Authority.

Permanent Exclusion

While we try everything we can to avoid permanent exclusion, a child's behaviour can adversely impact on other children at school and staff involved can find it impossible to carry out their normal roles effectively because of the need to address the behaviour problems of that individual. Where the child's behaviour puts the safety of other pupils, staff or themselves in jeopardy, and/or consistently inhibits the quality of learning, it may mean that neither the school nor child is benefitting from their presence at Brentry Primary. This, and single acts of extreme seriousness, may lead to permanent exclusion.

A child can expect to be permanently excluded if one or more of the following circumstances apply:

- A single very serious act of bad behaviour eg. Serious assault on another child or member of staff, major vandalism, carrying weapons
- An incident or series of incidents that make it very difficult for the child to return to the school eg. As a result of the effect of the bad behaviour on other children, staff or other parents
- When fixed term exclusions have reached 45 school days in a year. This would indicate that the efforts made by the school, with support from outside agencies where available, had failed to modify behaviour to an acceptable level.

Around the School Charter

To encourage positive, safe and responsible behaviour around the school, the Rights Respecting Steering Group devised an '**Around the School' Charter – Appendix 3**. Pupil behaviour is monitored by staff and Junior Prefects in corridors, cloakrooms, the hall, toilets and on stairways.

Poor behaviour 'Around the School' especially where repeated, may result in a lunchtime Timeout being given to a child. Only teachers may give a child a Timeout, but Prefects, SMSAs and other staff may advise teachers that one is required.

Roles and responsibilities

The creation of a caring, welcoming ethos, which provides a safe, secure and stable environment, is the responsibility of all at Brentry School. Everyone has the responsibility and opportunities to make positive contributions. Everyone should expect to give and receive respect from colleagues and pupils. The expectations of good behaviour should be consistent and universal.

All stakeholders contributed to the creation of our Mission, and all should feel responsible for its realisation.

Teachers and other staff

All staff must make themselves familiar with this policy and the Appendices. The procedures should be followed as closely as possible at all times and rewards and sanctions fairly, objectively and consistently applied.

Class teachers should endeavour to ensure that their class behaves in a responsible manner at all times, wherever they are in school. The teacher should work with pupils at the start of the year to create and display a class charter to make pupil responsibilities clear. Appendix 2 should be shared with pupils and referred to as appropriate. Circle time and PSHE sessions should be used to discuss issues concerning behaviour and reinforce expectations.

Class teachers must inform other people who may take their class of any pupils who may present behavioural problems and advise on how these could be managed.

Teachers should use Appendix 1 to monitor behaviour, and provide an individual grade, annually.

All members of staff should ensure they are aware of the regulations regarding the use of force, as set out in DFES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in this school do not hit, push or slap pupils. Staff will only intervene physically to restrain children and/or prevent injury to a child, or if a child is in danger of hurting themselves.

The Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to Governors on the effectiveness of the policy. The Headteacher supports the staff in the implementation of the policy.

The Headteacher must ensure that records of all incidents of serious behaviour at Stage 4 or above are kept, along with records of sanctions used.

The Headteacher (or Deputy Head in their absence) has the responsibility for giving fixed term and permanent exclusions, for recording them, and for notifying relevant bodies.

The Headteacher is responsible for collecting the annual individual pupil behaviour grades from teachers.

Parents

An effective Behaviour Policy requires close co-operation between parents, teachers and children.

Parents should make themselves familiar with this policy and the appendices – the Behaviour Category Descriptors and Unacceptable Behaviour Grid

We expect parents to support their child's learning, and to cooperate with the school, as set out in the Home School Agreement.

Parents should discuss the behavioural expectations of the school with their child/ren, emphasising their support for them.

If the school has to apply reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should approach the class teacher in the first instance – calmly and politely. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the School Complaints Procedure can be followed.

Parents should ensure they stay in regular contact with the school – through the website, Parents' Evenings, Back to School Evenings, Formal/ Informal meetings, reading Newsletters etc.

Parents should work in partnership with the school to resolve behavioural issues as soon as possible.

Governors

The Governing Body has the responsibility for agreeing this policy, monitoring its success and for supporting the Headteacher in carrying it out.

Governors must review exclusions in line with guidance issued by the DfES in September 2006.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis, in conjunction with staff and parents, and reports to the Governing Body. The Head's Report to Governors includes information on exclusions.

The school keeps a variety of records of incidents of misbehaviour, mainly on CPOMs. Any racist incidents or bullying is recorded separately and reported as appropriate. Exclusions are recorded separately.

As mentioned previously, annual behaviour grades are given to pupils as part of the end of year assessment and reporting procedures. They are based on the criteria set out in Appendix 1. This allows us to track individual and cohort trends, and respond accordingly.

This policy is part of an overarching approach to the safeguarding of pupils and of access and inclusion and should be read in conjunction with our Safeguarding Policy and policies on Special Educational Needs, Anti-Bullying and Equality.

Reviewed October 2024

Appendix 1 Brentry Primary School Behaviour Category Descriptors

Cat	Description	Strategies - We may...
A	Child is polite, well behaved, keen to please, eager and ready to learn. Works well on their own, in pairs and in groups. Takes responsibility and is completely reliable and trustworthy. Listens attentively and contributes positively in lessons and follows instructions first time. Always wears school uniform, has PE kit and reading book in school and hands in homework. Child attends well and is generally happy. Child is a good role model.	• Praise • Award team points • Give Golden time • Give recognition (Star Awards) • Give special treats and rewards • Offer positions of responsibility • Model their behaviour to peers
B	Child is generally polite, well behaved, keen to please, eager and ready to learn...but has their moments. Generally works co-operatively or collaboratively with other children. Normally responds well to normal sanctions and rewards. Would usually only need a gentle nudge to behave well. Can take responsibility but can be led astray. Can show remorse and understand consequences. Can distract, or be distracted, but most of the time focuses well. May get a Time Out or two, but very rare.	• As above • Use normal class sanctions of verbal warning, 2nd warning, time out, partner class etc • Remind pupils of class and school charters • Involve parents if persistent
C	Child can cause some low-level disruption usually in unstructured time. Can find it difficult to focus or concentrate in a range of lessons. Some behaviour incidents involving the Deputy Head/Headteacher. Not always responsive to normal sanctions and rewards. Quite often requires a Time Out, or time out of the class. May be unreliable and/or take advantage of positions of responsibility. May find it difficult to work co-operatively or collaboratively with other children without support. Can misbehave more for supply teachers /unfamiliar teachers.	• Provide positive praise and recognition etc • Clarify expectations - charters • Keep them in at break times/Timeout • Involve parents • Involve Senior staff • Set up individual behaviour monitoring • Use Class Behaviour Log
D	Problems likely at break or lunchtimes. Child is likely to have major incidents in the playground. Teaching is regularly disrupted and their behaviour impacts on learning. The child will answer back and refuse to comply with the teacher. Child needs to be regularly sent out of the room. Is unable to work co-operatively or collaboratively with other children without falling out, sulking or refusing to contribute. Child is quick tempered with a short fuse and may be aggressive at times. Child shows lack of respect to other adults. Child cannot cope with responsibility. Child may not cope well if they get thing wrong or receive criticism.	• Provide positive praise and recognition • Offer clear rewards and sanctions • Timeouts • Compose clear Behaviour targets monitored daily - IBP • Use ABC charts, complete Behaviour Overview and use Class Behaviour Log • Have regular involvement of parents • Have regular involvement of Senior Staff • Use short fixed term exclusions • Involve outside agencies
E	Behaviour can often be extreme. Child is likely to have major incidents frequently. Problems regularly at break or lunchtimes. Regularly confront people in authority and are unable to do as they are told or follow rules or routines. Maybe physically abusive to staff and pupils and require restraint. Frequent temper tantrums which can lead to violence and violent outbursts. May be verbally abusive to staff and often use foul language. On occasions considered beyond the control of the school. Is a danger to themselves and others.	• Involve outside agencies • IBP, ABC sheets etc • Have daily (at least weekly) involvement of parents • Use Fixed term exclusions • Involvement of Pupil Referral Unit

Appendix 2 The Unacceptable Behaviour Grid

	Examples of Behaviour	Sanctions – We may use 1 or more of:
Stage 1	Wandering about Calling out/ interrupting Distracting others Ignoring minor instructions Pushing in line Not adhering to class charter Poor work ethic Running inside school/ Running or jumping on stairs Messing around in cloakrooms or toilets Name calling (other than racist/homophobic) Teasing/making fun of others or their work Poor behaviour in lunch hall Not fulfilling responsibilities	Verbal challenge/warning Seating change Team points taken away Repeat task properly Class specific sanction
Stage 2	Persistent Stage 1 behaviour Deliberately creating distraction/ disruption Damage through carelessness Repetitively annoying others Interfering with other peoples'/ school property Reluctant/ slow to complete work Accidentally causing harm through poor behaviour Refusal to adhere to Around the School Charter Sliding down stair banisters Littering Telling lies Deliberately winding up others Leaving the room without permission	Removal from class (outside door or in another room) Complete work at playtimes Miss play Letter of apology Separation from rest of class Class specific sanction Lunchtime Time Out Phone call/letter home if appropriate Yellow/ red cards (linked to missing Golden Time) Removal from Golden time (a session on Friday afternoon used to reward those who have behaved well in the week)
Stage 3	Persistent Stage 2 behaviour Deliberate refusal to follow instructions Deliberately causing (minor) physical harm Deliberate damage to property Leaving class without permission Posting inappropriate messages on social media Repeated refusal to adhere to Around the School Charter Fighting - wrestling Insolence/ defiance Threatening/ intimidating actions Swearing as part of conversation	Long term removal from class (1/2 to 1 day) Letter home/ meeting with parents/carers Sent to Head/ Deputy Head Teacher Long term removal from playground (1 to 5 days) Removal of responsibilities Lunchtime Time Out (1 to 5 days) – A letter will be sent home if a child incurs a time out longer than 1 day. Red card Instant, possibly prolonged removal from Golden Time Behaviour report/diary
Stage 4	Persistent Stage 3 behaviour Use of sexually explicit language Fighting - involving punching/ kicking etc Leaving school grounds Vandalism to buildings/ infrastructure Deliberately accessing inappropriate images and/or websites Minor theft Sexting or deliberately offensive use of social media Deliberately endangering others Abuse based on race, gender or sexuality Spitting Verbal confrontation/ challenge to staff Swearing at someone or something Deliberate acts of potential danger - eg sliding down banisters	Immediate involvement of Head/ Deputy Head teacher Immediate (where possible) involvement of parents/ carers Prolonged Lunchtime Time Out (5 to 10 days) Long term removal from playground (5 to 10 days) Long term exclusion from class (1 to 5 days) Lunchtime exclusion Short term (up to 2 day) fixed term exclusion
Stage 5	Persistent Stage 4 behaviour Bullying - repeated and persistent threatening, intimidating and harming behaviour (including cyber bullying) Repeated abuse based on race, gender or sexuality Sexually explicit behaviour Swearing at staff Violence towards staff/adults Deliberately, when unprovoked, causing (major) physical harm Acts of extreme danger Very serious challenge to authority Major or repeated theft Carrying potential weapons Making potentially serious false allegations Inappropriate touching	Immediate involvement of Head/ Deputy Head teacher Immediate involvement of parents/ carers Long term removal from playground (up to 20 days) Long term exclusion from class (up to 20 days) Lunchtime exclusion Exclusion of 1 - 45 days (depending on extremity of behaviour and number of recent exclusions) Possible permanent exclusion

The 'Around the School' Charter

This charter was created by the Rights Respecting School Steering Group to guide pupil behaviour in areas of the school such as the corridor, cloakrooms, toilets and hall. Pupils should be aware of their **Rights** and aim to meet their **Responsibilities**. The Golden Time system will be linked to this charter.

Rights & Responsibilities:

- To be able to move freely about the school:
 - To only go where you need to go
 - To make sure adults know where you are
 - To ensure you show respect and consideration for people learning
 - To not loiter – go and come back promptly
- To be safe inside the school:
 - To always make sure an adult knows where you are
 - To walk everywhere and not run
 - To walk on the paths at all times
 - To not jump down the steps or slide down the wooden railings
 - To avoid pushing, shoving and tripping
 - To listen to the safety advice of prefects
 - To not interfere with the padlocks or keypad
- To leave our bags and belongings safely in the cloakrooms:
 - To keep bags zipped up and secure
 - To be responsible for your belongings
 - To store your belongings in the correct places
 - To keep your hands off other people's belongings
- To use the toilet when you need to:
 - To only use the toilets when you need to
 - To not use the toilets or the cloakroom as a social gathering place
 - To keep the toilets clean and tidy
 - To keep the floor dry and safe
 - To respect the privacy of others
- To eat our lunch in a calm environment:
 - To eat quietly and sensibly
 - To remain seated when eating
 - To avoid dropping food or litter
 - To walk and never run in the hall
 - To not share or swap food

Revised by the School Council October 2024
