



Brady Primary School Behaviour Policy





'Inspiring teaching for ambitious learners'

Aims of Brady Primary School

"Inspiring teaching, for ambitious learners"

At Brady Primary School our ethos is built around our 4 core values of Dedication, Inspiration, Respect and Achievement. These help us to provide a safe, caring and stimulating environment, which offers opportunities:

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

Equal opportunities

At Brady Primary school we believe that every pupil is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

Inclusion

We are committed to promoting learning and teaching environments, for all, which embed the values of inclusive educational practices.

Through a pupil centered approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.





Aims and Expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way 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.

1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards positive behaviour and effort, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote positive behaviours, rather than merely deter negative ones.

Rewards and sanctions

2.1 The school acknowledges all efforts and achievements of children, both in and out of school

2.2 We praise and reward children for positive behaviour in a variety of ways:

- Teachers congratulate children.
- A star of the week assembly is held weekly to recognise children who have displayed the school's core values
- Children can be moved onto the sunshine if they are consistently displaying positive behaviours and effort in learning
- House points can be awarded for consistent good work/behaviour or acts of kindness
- Attendance rewards for classes or individuals



2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons; if they do not do so, a verbal warning may be given. If the behaviour persists, the pupil will move their name onto the sad cloud.
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo the task.
- If a pupil is disruptive in class, the teacher reminds him or her of the appropriate behaviour that is expected and a verbal warning is given. If a pupil misbehaves repeatedly, they will then move their name onto the sad cloud where they will then miss 5 minutes of their break / lunch as a consequence.
- The safety of the pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the pupil from taking part for the rest of that session.

If a pupil threatens, hurts or bullies another pupil, the class teacher records the incident on CPOMS (Child Protection Online Management System) and the pupil is given a consequence. If a pupil repeatedly acts in a way that disrupts or upsets others, the school contacts the pupil's parents and seeks an appointment in order to discuss the situation, with a view to preventing any further negative behaviours.

- If there are repeated incidents of negative behaviour, the school will follow the procedure outlined below:
 - Speak to class teacher,
 - Phase leader involvement (with/without parents)
 - SLT involvement

2.4 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the pupils and displayed on the wall of the classroom. In this way, every pupil in the school knows the standard of behaviour that we expect in our school. If there are incidents of negative behaviour, the class teacher discusses these with the whole class during circle time.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour through discussions with the pupil and their parents. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear.



2.6 All members of staff are aware of the regulations regarding the use of force by teachers, 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 our school do not hit, push or slap pupils. Staff only intervene physically to restrain or prevent injury to a child, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. This can only be completed by a fully trained member of staff with certification.

The role of the class teacher.

3.1 It is the responsibility of the class teacher to ensure that the behavior system is followed in their classes, and that their classes behave in a responsible manner during lesson time. (See appendix 1)

3.2 The class teachers in our school have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work to the best of their ability.

3.3 The class teacher treats each pupil fairly with respect and understanding.

3.4 If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents (CPOMS). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if such behaviour continues, the class teacher will ask their phase leader or a member of SMT to support with this behaviour.

3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each pupil. This will be completed in conjunction with the SENDCO, where necessary.

3.6 The class teacher reports to parents about the progress of each pupil in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about behaviour or welfare of a pupil, this should only be done in agreement with SLT/SMT.

3.7 The role of the SLT is to be the next stage in supporting the class teacher / pupil. They can work with / in place of the class teacher / phase leader. If an agreed outcome cannot be reached, either the member of staff or the parent can report this to the Headteacher.

The role of Headteacher.

4.1 As stated in Section 89 of the Education and Inspections Act 2006, the headteacher must set out measures in this behaviour policy which aim to:



- Promote good behaviour, self-discipline and respect;
- Prevent Bullying;
- Ensure that pupils complete assigned work
- Ensure that all children are free of sexual harassment

And which

- Regulate the conduct of pupils

4.2 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

4.3 The headteacher keeps records of all reported incidents of bullying and racism (CPOMS).

4.4 The headteacher has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of negative behavior. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a pupil. These actions are taken only after the school governors have been notified and the LA has been informed.

The role of parents.

5.1 The school collaborates actively with parents, so pupils receive consistent messages about how to behave at home and school.

5.2 We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.3 If the school has to use reasonable sanctions to give a consequence to a pupil, we expect parents to support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should follow the guidance of the Complaints Procedure.

The role of governors.

6.1 The governing body has responsibility of setting these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about



particular issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions.

7.1 We do not wish to exclude any pupil from school, but sometimes this may be necessary. In such cases, current government guidance will be followed.

7.2 Only the headteacher (or acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this. All of this is undertaken in partnership with the school's governing body.

7.3 If the headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.4 The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

7.5 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

7.6 The governing body considers any exclusion.

7.7 When the governing body meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

7.8 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Pupil with Specific Behavioral Challenges or Specific Learning Difficulties

8.1 As a school we are aware that some children have specific behavioural challenges. In such cases individually tailored Behaviour Plans are more appropriate and may deviate from the guidance given above.

8.2 Behaviour Support Plan (BSP) will be written by the class teacher, parent and SENDCO. It will be shared with all staff to ensure that consistency of approach is



maintained for the child. Each BSP will be reviewed half termly or reviewed and adjusted after any subsequent behavioural event.

8.3 Our school has an obligation to keep children safe. Teaching staff will receive training and use positive handling Team-Teach strategies in order to prevent violence and reduce the risk of injury to staff and pupils. We have a specific policy for this; please see our Positive Handling Policy.

Drug and alcohol- related incidents.

9.1 It is the policy of this school that no pupil should bring any drug, legal or illegal, to school. If a pupil will need medication during the school day, the parent or guardian should notify the school and ask permission for the medicine to be brought in. This should be taken directly to the school office for safe keeping. Any medication needed by a pupil while in school must be taken under the supervision of a teacher or other member of staff.

9.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardian of any pupil involved will always be notified. Any pupil who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. The designated safeguarding lead will complete safeguarding documentation and police and social services will be informed. Permanent exclusion may follow if deemed necessary.

9.3 If a pupil is found to be suffering from the effects of alcohol or any other substances in school, arrangements will be made for the pupil to be cared for. The matter will be reported by the child protection officer to social services and advice sought.

9.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any pupil who is found to have brought to school any type of illegal substance will be punished by an exclusion. The pupil will not be readmitted to the school until child protection procedures have been followed and Police are informed. Permanent exclusion may follow.

9.5 If a pupil is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the pupil will be permanently excluded from school. The police and social services will also be informed.

Weapons.

10.1 It is forbidden for anyone, adult or pupil to bring onto the school premises a knife or weapon. Any pupil who is found to have brought to school any type of weapon will be punished by temporary exclusion. The pupil will not be readmitted to the school until a parent or guardian of the pupil has visited the school and discussed the seriousness of the situation with the headteacher and appropriate plans put into place. Police and Social Services will be notified where deemed necessary.



Confiscation of inappropriate items

11.1 The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. (Section 94 of the Education and Inspections Act 2006). It is the decision of the headteacher as to what must be done with the confiscated item.

11.2 Power to search without consent for prohibited items including:

Knives and weapons

Alcohol

Illegal drugs

Stolen Items

Tobacco and Cigarette papers

Fireworks

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

Section 550ZA (3) of the Education Act 1996 sets out what must be done with prohibited items found as a result of a search.

Monitoring and review.

12.1 The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for improvements.

12.2 The school keeps a variety of records concerning incidents of misbehavior. The class teacher records minor classroom incidents using CPOMS.

12.3 The headteacher keeps a record of any pupil who is suspended for a Fixed-term, or who is permanently excluded.

12.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance "The Duty to Promote Race Equality: A Guide For Schools", and that no pupil is treated unfairly because of race or ethnic background.

12.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new



regulations, or if the governing body receives recommendations on how the policy might be improved.

Review

This policy will be reviewed every two years by the Teaching and Learning Committee. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body committee.

Chair of Governors Date

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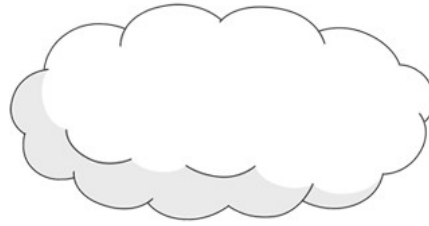
Headteacher Date

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APPENDIX 1
Behaviour System:



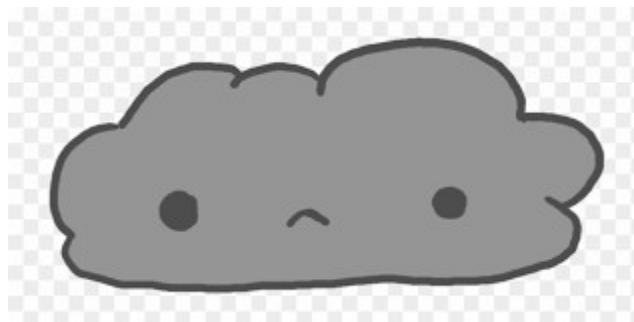
If your name appears here WELL DONE!
It's time to celebrate!
If you end the day here you earn a House Point for your House.



Everyone starts each day on the fluffy cloud and remains here until you either get a reward (moved to the sunshine)

Or a sanction (moved to the storm cloud).

You can be moved back here from either a storm cloud or a sunshine in the same day-behaviour dependent



If your name is put here then you will have 5 minutes out of the next play/ lunchtime.

If your name appears here again (in the same day) you will spend 5 minutes with your key stage leader.

APPENDIX 2

House Point System:

On entry each pupil will be allocated a House. House Points are earned in many different ways and these are collated at the end of each week in a whole school assembly where the winning team is celebrated. House points are given in single increments and up to 5 points can be given by support staff of class teachers. More than 5 can only be awarded by members of the SLT.

A running total of House Points is kept and at the end of each Half Team the winning House receives a token. A token is also awarded to the winning House on Sports Day. The House with the most tokens at the end of the school year is given a reward.



Below are some examples of how House Points can be earned:

- Ending the day on the sunshine
- Sharing work with Mr Nunn
- Displaying exemplary behaviour around the school
- Being kind to others
- Being respectful to members of the school community
- Displaying the school's values