

# Behaviour Policy

Bramley Park Academy is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

## Whole School Behaviour & Discipline Policy

### **Introduction**

This document is a statement of the aims and strategies for ensuring positive behaviour within the school.

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Bramley Park Academy are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimise disruption while helping children acquire self-discipline

*We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline.*

- Reinforcing good behaviour helps our children feel good about themselves.

### **Rationale**

At Bramley Park Academy we are committed to ensuring that the children in our care learn in a happy, secure and safe environment where mutual respect and understanding is fostered and developed in every lesson and throughout the school

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Bramley Park Academy. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents, governors and staff. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of rules and consequences.

## **Aims**

We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. We aim:

- To ensure that every member of the school community will feel valued and respected, and all persons will be treated fairly.
- To develop an ethos of mutual respect and understanding through a set of whole school rules that apply to everyone
- To have a clearly structured policy that is applied throughout the school in a consistent manner
- To deal with inappropriate behaviour quickly and efficiently
- To keep parents well informed about the behaviour of pupils
- To foster an atmosphere of mutual support with the implementation of the behaviour policy

Our behaviour policy is formulated around rewarding positive behaviour and discouraging inappropriate behaviour through a carefully planned rewards and consequences structure.

## **Expectations**

At Bramley Park Academy we will:

- As adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the 3 school rules (linked to British Values) and that each class has its own classroom code. – All classes will display the school rules in their classrooms for children and visitors to see.
- Record warnings and consequences using class lists and CPOMS from warning 3 onwards. Behavioural patterns will be monitored on a half termly basis by the learning mentor.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of

furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. **Detailed discussion of an individuals behaviors should be carried out in private.**

### Golden Rules

1. Follow instructions
2. Keep hands, feet and objects to yourself.
3. Treat others with kindness and respect

#### **1. 'Follow instructions'**

The class can be taught to:

- stay in their seats unless permission is given to move,
- walk in the corridor, keeping to the left one behind the other using a silent voice
- line up in the classroom one behind the other, using a silent voice
- talk to your partner using quiet voices etc.
- put up your hand/put your finger on your nose if you know the answer

#### **2. 'Keep hands, feet and objects to yourself.'**

The breaking of this rule can be minor or severe, staff will use their professional judgement to decide whether individual violations require warnings through the normal system or more immediate action.

#### **3. 'Treat others with kindness and respect'**

Staff and pupils will always treat others how they would wish to be treated themselves. They will always try to use **positive language**. This class rule has a strong link to British Values (tolerance and respect for others of different faiths and beliefs).

**Warning 1****Action Taken**

If the child chooses to ignore your instruction then issue a warning and record the warning on the paper class list (Appendix 3).

**Warning 2**

- Repetition of above – following warning
- Any behaviour which is more disruptive/or has been taught a few times e.g. name calling, arguing etc.

**Action Taken**

*Warning 2 recorded on paper class list. The child then spends 5 minutes working on his/her own within the classroom*

**Warning 3**

- Repetition of any of the above

**Action Taken:**

*Warning 3 recorded on paper class list and added to CPOMS by class teacher/HLTA responsible for class at that time. The child sits on his/her own to complete their work for the remainder of the session*

**Warning 4**

Persistently ignoring instructions given

More serious incidents – hurting other children, direct rudeness to staff

**Action Taken:**

*Warning 4 recorded on class list added to CPOMS by class teacher/HLTA responsible for class at that time.. The child gets sent to another class for the remainder of the session. KS1 miss 10 minutes playtime KS2 15 minutes reflection time at lunch...*

*(If this is at the end of the day, then the children will be sent to Vice Principal/Assistant Principal.*

**Warning 5**

Persistent use of not following instructions

Swearing at staff/or serious incidents towards other children – e.g. fighting

**Action Taken:**

*Record on class list as warning 5 and added to CPOMS by class teacher/HLTA responsible for class at that time.*

*Phone call home made by the person responsible for giving out the final warning with child present. KS2 pupils serve 15 minutes reflection time at lunchtime. KS1 pupils miss morning playtime. Child to be sent to SLT for the remainder of the session.*

*Please note pupils can “jump” to any stage of warnings if their behaviour merits this. Pupils with specific needs may have Individual Behaviour Plans which can run alongside this system.*

### **Dinner and Playtime behaviour**

- Golden rules still apply and are referred to after any issue
- Warning 1 – Pupils have rule broken highlighted and told they have 1 dinner time warning
- Warning 2 – Pupils again have rule broken made clear and have 5 minute reflection time stood with a member of staff.
- Warning 3 – As above with a further 10 minutes reflection time.
- Warning 4 – Rule reminders, pupil stays with member of staff for remainder of playtime.
- Warning 5 – Pupil sent to a SLT member – parents contacted, SLT member issues follow up sanctions.

**Warning 3 onwards recorded on CPOMS by Family support manager/Learning mentor who will also regularly track and monitor patterns in behaviour  
As with the rules above pupils can jump to any stage if their behaviour requires this.**

### **REFLECTION ROOM**

The teacher on duty will discuss the pupils behaviour and their reasons for their sanctions. Pupils will complete, to the best of their ability and with staff support, a restorative slip (Appendix 1), which will be checked by the member of staff on duty and filed in the reflection room folder.

### **WARNINGS**

Pupils who demonstrates poor or recurring poor behaviour will be placed on a behaviour report (Appendix 2).

Every time a child gets 5 warnings, a phone call will be made by the member of staff who issues the 5<sup>th</sup> warning.

Termly behaviour reports will analyse warnings for all pupils and action will be taken to address any issues raised for individuals or groups of pupils

If a child gets 5 warnings twice, then the parents will be invited to discuss behaviour with the headteacher.

#### **These discussion will involve:**

A reminder of school's rules

A review of the pupils CPOMS data

A discussion with the class teacher

Agreeing future goals/rewards and sanctions

#### **Next Steps:**

Meeting with SENCo to discuss IBP/further support.

If behaviour doesn't improve: fixed term exclusions

#### **Possible reasons for temporary fixed term exclusions**

- Striking an adult with intent
- Serious damage to property
- Serious/sustained disruption to the good order of learning
- Breaking in to school – plus the police/community police to be informed.

Parents should attend meeting with child.

If there is a known reason why the child would be put at risk whilst excluded, then an emergency meeting between all involved parties (e.g. parents, child, outside agencies) will take place. A decision will then be made.

## **Rewards**

We will reward positive behaviour through:

- Praise - actively looking for positive behaviour - **being effusive in praising those pupils who are behaving well**, rather than focussing on the negative
- Stickers and praise stamps etc
- Sending children to another member of staff for praise
- Executive Principal's Praise – given to reward effort, achievement and attainment. Praise will be given and a Executive Principal sticker awarded
- 'The Golden Table' – a weekly lunchtime activity held where one child per class [ in receipt of the positive behaviour certificate] eats lunch with a member of the SLT at the Golden Table
- The Merit Card system: All children in the school will receive a merit card – merits will be rewarded for consistently positive behaviours. **Class teachers will ensure that merits are distributed fairly and consistently**
- The card system is organised as follows:  
20 merits earn a Bronze Award ; 40 merits earn a Silver Award and 60 merits earn a Gold Award. When a child receives their Gold Award, they will visit the head teacher for praise and a prize from the Gold Award box. Gold award recipients should be reported in the school newsletter
- Certificate of Achievement - Awarded weekly by the class teacher and presented during a special weekly assembly [normally 2 per class per week]. The child's name will be recorded in the school newsletter and a star with their name is put on display in the foyer.
- Positive Behaviour Certificate – awarded weekly for behaviour success in the classroom , presented in assembly and noted in school newsletter
- Lunchtime supervisors' awards – An award will be presented in achievements assembly each week for a child in each key phase.
- Praise postcards sent directly to pupil's home address (postcards to be sent through school office).
- Each class has a book of raffle tickets which will be distributed to the children who are following the school rules and/or performing well in class. These tickets will then be collected and taken down to assembly on a weekly basis for a prize draw.

## **Behaviour and Discipline**

All staff should follow the guidelines contained in the behaviour and discipline matrix as following:

Behaviour and Discipline Procedures

In every incident the unacceptable behaviour will be explained to the pupil and they will have the opportunity to explain their actions. The procedures listed will follow the core principles of being: **Clear, Calm, Caring and Consistent**

**Please remember that these systems are designed to help create and maintain the best possible learning environmentt for all pupils in our school.**



## Appendix 2