



---

## **Behaviour for Learning Policy**

**Reviewed by: Alex Wedgbury**

**Date: May 2022**

**Next review date: May 2023**

**Ratified by the Governing Body: awaiting May 2022**

**This policy has been developed to ensure the school complies with the legal duties under the Education Act 2002, Education and Inspectors Act 2006, the Equality Act 2010, in respect of safeguarding pupils, particularly those with special educational needs (SEN), and is set out so that it does not unintentionally discriminate.**

## **Vision**

We want Brampton Primary School to be an exceptional and inspirational community where children and adults care about and respect each other, laugh, learn, have fun and achieve. All pupils should be able to *Build Personal Success*. School should be a place where every adult member of the community (staff, governors and parents) has uncompromising aspirations for every child, so that they are successful - academically, socially and personally – whatever their starting points.

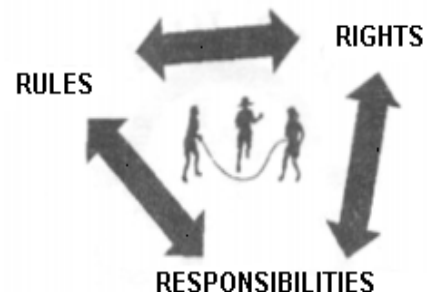
## **Statement of Principles**

At Brampton Primary School, we want to promote, among pupils, self-discipline and proper regard for authority, while encouraging good behaviour and respect for others. We follow an assertive discipline method in order to develop positive self-esteem in each child while encouraging them to take responsibility for their own actions. The staff at Brampton Primary School are committed to maintaining high expectations of good behaviour and discipline. Through consistent behaviour management procedures and quality first teaching we aim to promote a thirst for knowledge and a love of learning. These act as an essential contribution to the educational experience, happiness and well-being of the children.

## **Rights, Rules and Actions**

All children have the right to develop their potential and be safe and happy. Rules and codes of behaviour are a crucial part of maintaining these rights. These are split into three areas:

- Whole school
- Classroom
- Playground



## **Children's Responsibilities**

Children have to take on the responsibility for following the rules. If a child breaks the rules they must understand they have chosen to do this and therefore accept the consequences of their actions.

Children are taught to know what unacceptable behaviour is and are made aware of the consequences of unacceptable behaviour through class discussions, circle times, and assemblies. Most behavioural issues will be dealt with within the classroom, by reminding the child of the rule or task, or through use of the school's behaviour management system.

Brampton Primary School is inclusive and we understand that certain children will need extra support when it comes to behaviour. In these instances, adjustments will be made to ensure that children with SEND feel safe and supported, while we help them to take responsibility for their actions.

## School Rules

### School Rules

**1) At Brampton Primary School we support everyone in *Building Personal Success*.**

**2) At Brampton Primary School we respect ourselves, other people and all property.**

We always accept responsibility for our actions.

We keep hands, feet and objects to ourselves.

We are kind and speak politely to everyone in the school community.

We are helpful toward those who need support.

We walk around the school quietly and sensibly.

We only wear jewellery in special circumstances.

**3) At Brampton Primary School we fight against all forms of bullying.**

We follow the four steps.

We are up-standers NOT bystanders.

**4) At Brampton Primary School we are all responsible for making the right choices to learn.**

We follow instructions given by all staff.

We work hard.

We try our best.

We listen well in class.

We do not bring sweets, toys or chewing gum into school.

We believe the most effective way of achieving our aims is through highlighting those behaviours we expect and using positive praise and encouragement to ensure children make good choices. The school rules are displayed in every classroom – they have been adapted for the early years and foundation stage. We promote good behaviour through a stimulating, engaging and motivating curriculum that makes children want to learn and do well. Good behaviour is celebrated through the use of verbal praise, stickers, certificates and achievement assemblies and evenings. From class to class the organisation may vary as class teachers are encouraged to develop independent learning and reward structures.

Parents will be informed if their child has behaved in a significantly positive manner either in relation to their learning or social interactions. They will also be informed if their child has received sanctions in response to poor classroom or playground behaviour.

If a serious problem occurs with regard to behaviour a member of the senior leadership team will be informed. Persistent misbehaviour and poor behaviour choices may be dealt with in the following ways:

- Advice and support may be given by a member of the senior leadership team.
- A school report card may be implemented in agreement with parents, with a programme to encourage improvements in behaviour.
- The child may be removed from class to reflect on their behaviour with a member of the senior leadership team or a learning mentor.
- Sanctions, such as *Blue Letters* (explained in the *Rewards and Consequences* section below) and detentions may be imposed.
- Support from outside agencies may be sought, such as an educational psychologist or the Behaviour Support Service.
- In those cases where persistently poor behaviour choices have not improved through support, the headteacher may impose a fixed-term exclusion.

Where there has been a single clear breach of discipline, the headteacher may consider imposing a fixed-term exclusion from school. This would only be after careful consideration and each case would be examined individually (refer to *Exclusion Policy* for details).

## **Rewards and Consequences in Class**

In the first weeks of the Autumn Term all children must be taught the system of rewards and consequences:

- A reward is given as a result of good learning or social behaviour. This may take the form of stickers, certificates, verbal praise, etc.
- Consequences are not punishments – they are the result of inappropriate behaviour choices. All children are made aware of the consequences of poor behaviour at every stage of the school's behaviour management system.
- Every new day is a fresh start.

As well as this system of rewards and consequences, there may also be individual behaviour plans for children with specific special educational needs and disabilities.

### **Rewards**

Brampton Primary School believes significantly positive learning or social behaviour should be rewarded. This serves as further motivation for the child receiving the reward and acts as a clear model to those pupils who struggle to meet the school's expectations. Rewards are seen as a proactive approach to ensuring positive learning and social behaviour.

At Brampton Primary School we have a number of reward systems:

- Positive written or verbal feedback to the child or parent
- BPS points
- Good news notes
- Star of the week
- Happy hour
- Achievement assemblies
- Attendance awards
- Achievement evenings
- Badges
- Stickers
- Small toys

Further information on how each of the rewards systems work can be sought from the assistant headteacher for behaviour or pastoral support and child protection manager.

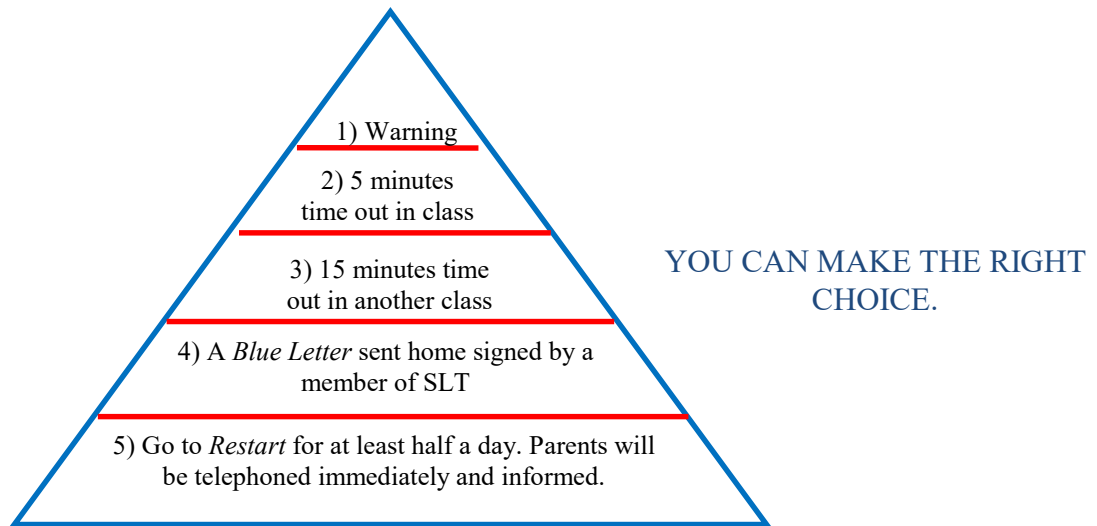
Rewards should be given to pupils who exceed expectations:

- A child who makes a significant effort to support a peer
- A child who completes work to a particularly high standard
- A child who demonstrates resilience in challenging circumstances
- A child who shows a considerable amount of commitment to their learning

This list is not exhaustive, but there to provide a clear framework for rewards.

### **Consequences for Children in Key Stage One and Key Stage Two**

Every teacher in key stage one and two must ensure they have the *Consequences Triangle* and behaviour tracking sheet prominently displayed in their classroom. These clearly list the consequence of poor behaviour choices at all five stages and provide a visual record for the child and teacher.



Any child who fails to behave appropriately will have their name placed on the tracking sheet. The child should be made aware of what the next consequence will be if there is a repeat of the negative behaviour. Tracking sheets must be handed in at the end of each week to the assistant headteacher for behavior: these are used to monitor behaviour and provide evidence if necessary (please see *Appendix 1 – Tracking Sheet*).

Any child that reaches number 4 on the tracking sheet will be given a *Blue Letter*. These are used as a way of recording the poor behavior choices, reporting the issues to parents and providing a platform for the child to reflect.

A child that reaches number 5 on the tracking sheet will be removed from class to complete a *Restart*. *Restarts* provide an opportunity for the child to calm down, reflect on their behaviour and resolve any issues. They also set a clear boundary in terms of expectations, and help to ensure the safety and wellbeing of other pupils. All *Restarts* are recorded to ensure consistency and so that patterns of behaviour can be monitored and repeat issues addressed.

On occasions where behaviour choices have a negative impact on learning, staff may decide to use a portion of the child's break or lunchtime to address the issue. This will always be done in the best interests of the child.

The assistant headteacher for behaviour will monitor:

- children who are causing regular, low level disruption in class and who may need to be spoken to about their behavior;
- children whose behaviour in the playground is becoming a cause for concern and who may therefore need extra support;
- children whose behaviour in class is becoming a cause for concern and who may therefore need regular input from a learning mentor or to be placed on a report card; and
- children whose behaviour indicates they should be assessed for special educational needs\*.

\*Children who fall into the last category will also be supported by the inclusion team.

All interventions made as a result of this weekly monitoring will be appropriately recorded.

NB. Breakfast Club and After School Club follow the same rules, rewards and consequences.

## **Consequences for Children in the Early Years and Foundation Stage**

Every teacher in Nursery and Reception must ensure they have the *Behaviour Circles* prominently displayed in their classroom. These clearly highlight the behavior expected of pupils:

- We use our indoor voices in the classroom.
- We use gentle hands and gentle feet.
- We listen to each other and wait our turn to talk.
- We share.
- When an adult tells us to do something, we do it straight away.

If students contravene one of the school rules, they will be asked to sit and reflect on the rule.

## **Bullying**

Bullying of any kind is unacceptable at this school. Where bullying is found to be taking place, perpetrators may be sanctioned through one of the following:

- Detentions
- Blue Letters
- Restarts
- Exclusions

These consequences will never be isolated and will be used in conjunction with other strategies set out in the *Anti-Bullying Policy*.

## **Lining Up and Movement Around the School**

All classes should have a lining up order to ensure that movement around the school is appropriate and calm. Thought should be given to the order of children to reduce the potential for conflict or inappropriate behaviour choices. Where appropriate, children should be properly lined up in the classroom or outside before leaving to go elsewhere (playground, PE, assemblies, etc.). Teachers need to be aware that failure to follow this may be setting children up to fail. Children should be expected to move around the school quietly, showing respect for other learners and in single file.

At the beginning of the day, or end of break times and lunchtimes, teachers should be in the playground ready to meet their classes, ensuring they are lined up properly and calm before entering the building. If children are unable to follow this rule, teachers may take their class back out and repeat the process, taking the time used off the next break.

## **Breaks and Lunchtimes**

We want breaks and lunchtimes to provide children with opportunities to enjoy exercising, playing with their friends and resting in between learning. Breaks and lunchtimes should also be used to take toilet breaks, get a drink and eat. To ensure the safety and wellbeing of all children during these times, there are a number of simple rules (detailed below) and consequences to breaking them.

The playground is divided into zones to promote safety. During breaks, members of staff are timetabled to cover a zone to ensure areas are properly supervised and children remain safe.

Football is restricted to two (sometimes three) areas of the playground during break times and lunchtimes so there is less chance of injury to other children who do not want to play football. The areas where football is allowed are marked by pitches between the early years and foundation stage outdoor area and the first aid office. In the summer term children will also be able to use

set areas of Brampton Park. Playing football is seen as a privilege and any children not adhering to the rules may be ban from participating.

Children are prohibited from crossing the flowerbeds outside of the PE hall and office. Any KS1 child contravening this rule will be sent to stand to a blue circle (details of what this entails can be found on the next page); any KS2 child will be sent for detention.

There should be no ball games on the playground between 8:30am and 9am or 3pm and 3:30pm. All members of staff are expected to reinforce this rule and challenge children who choose to contravene it.

### **Rewards During Break Times and Lunchtimes**

Children are able to receive rewards for positive behaviour at breaks and lunchtimes:

- Positive verbal feedback to a child or their parents
- BPS points
- Extra time on a special feature (climbing frame/football pitch/etc.)

### **Detention and Community Service**

Detention at lunchtime is a consequence of bad behaviour in the playground during breaks or lunchtimes. Staff must not use detentions for incidents that happen outside of break times.

Detention is given to children in key stage two and key stage one as a consequence of the following poor behaviour choices:

- fighting
- deliberately hurting another child (kicking, punching, throwing another child to the floor)
- extreme rudeness to supervisory staff
- failure to turn up for a detention/community service
- disruptive behaviour in detention
- persistent bullying

Lunchtime detention includes a requirement for the child to reflect on their behaviour and complete written work in silence. Detention is supervised by a designated midday meals supervisor in the Restart room, between 12.30 and 1.15pm every school day. Children in detention stay there for the whole of lunchtime. If they are sent late they may have to return the next day to make up the time.

School based community service may be imposed at lunch time for lesser misdemeanours:

- throwing food on the floor
- refusing to follow the instructions of supervisory staff or teachers on duty
- running when the bell has gone

The children may be required to help clear up in the dining hall, litter pick or weed the flower beds.

Teachers on playground duty must write the names of children who have received a detention or community service in the red folder outside of the office. Before lunch a reminder note will be sent to them in class. If a teacher is unable to write the name into the folder, the office must be informed so that they can write in the information.

Children in detention will be taken to the dining hall together to have their lunch. They will then be taken to the Restart room.

Children who are repeatedly in detention will be given a programme of support by the pastoral

support manager, assistant headteacher for behavior or learning mentor. Continued poor behaviour will put them at risk of lunchtime exclusions if other strategies fail to show impact and improvement. Each case will be considered separately.

### **Blue Circles**

Children in key stage one are placed in the blue circles for certain behaviour choices:

- pushing and shoving (but not fighting)
- swearing
- arguing with staff on duty (but not actually refusing to follow instructions)

Children should be sent to stand in the nearest blue circles for five minutes. If a child in key stage one shows extremely poor behaviour (violence etc.) they may be issued with a detention to ensure they are aware of the seriousness of their actions and to prevent other children from being harmed.

### **Peer Mediation and Play Leaders**

The school operates a system of peer mediation to resolve minor playground disputes. A team of older children are trained to help others talk through and resolve their minor disputes.

The work of the peer mediators is co-ordinated by the pastoral support and child protection manager.

Play leaders, selected and trained Year 6 pupils, are used to support children during KS2 lunchtimes. Their role is to engage pupils in appropriate play and model the correct behaviours.

### **Roles and Responsibilities**

Promoting positive behavior and managing poor behavior is the responsibility of everyone at Brampton Primary School. There are three core values agreed by all staff in dealing with behavioural issues: **composure, clarity, consistency**.

Composure – all staff should act calmly, considerately and in a controlled manner when tackling poor behaviour.

Clarity – all staff should understand the rights, rules, responsibilities and consequences involved in the behaviour system at Brampton Primary School; these should be communicated clearly to pupils at all times.

Consistency – all staff should be consistent in their use of the rules and consequences set out in this policy.

In school, the assistant headteacher for behaviour monitors the impact of behaviour initiatives and policies. The headteacher has overall responsibility for ensuring the safety and wellbeing of all pupils and adults: they delegate the day to day classroom responsibility to class teachers and teaching assistants who are expected to maintain a calm and purposeful learning environment. Class teachers deal with behaviour issues within their classrooms with support from year group leaders. Liaising with parents to keep them informed of any poor behaviour at the end of the day is an expectation.

The assistant headteacher for behaviour and phase leaders are responsible for dealing with more serious behaviour problems or incidents that cannot be resolved at year group level. They will meet with parents and teachers on a formal basis, decide on the consequences and, if appropriate, set up monitoring systems (report cards or such like) or contact external agencies to ensure that there is a support package in place to improve behaviour and address any underlying issues.



## **Physical Interventions**

In certain circumstances, it will be necessary to physically intervene with children when they are posing a risk to themselves or others. In these instances, members of staff must inform a member of the senior leadership team immediately and ensure that the incident is recorded on SafeGuard using the *Physical Intervention* tab.

DfE guidance states when reasonable force might be appropriate. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

## **Staff Development and Support**

All staff are inducted into the school behaviour policy by the assistant headteacher for behaviour and the child protection and pastoral support manager. The assistant headteacher for behaviour maintains the tracking sheets and records patterns of behaviour and addresses them. They also monitor the consistency of approach to assertive discipline so that all staff are giving the same messages to the children. Any generic issues are addressed at the communication meeting or at briefing meetings. The assistant headteacher for behaviour is always available for individual sessions if any teacher needs clarification or behaviour management strategies.

## **Monitoring**

The assistant headteacher, with support from the senior leadership team and the pastoral support manager, monitors behaviour and the effectiveness of policies and initiatives relating to behaviour on a regular basis. The assistant headteacher reports to the governing body on the effectiveness of policies and practices and, if necessary, makes recommendations for further improvements.

## **Review**

The governing body and senior leadership team work together to review this policy every year. The governing body may, however, review the policy earlier, if new regulations are introduced, or if they receive recommendations on how the policy might be improved.

**This policy can be found on the school website and the *STAFF SHARE* drive.**

## **References**

**Behaviour and discipline in schools (January 2016)**  
**Education and Inspectors Act 2006**  
**Equality Act 2010**  
**Education Act 2002**