



## **PRIMARY SCHOOL BEHAVIOUR POLICY**

### **Roles and Responsibilities**

#### **The Primary Leadership Team (Assistant Head and Head of Primary) is responsible for:**

- Promoting the ethos of the school
- Reviewing this policy in conjunction with the Headmaster and relevant staff
- Overseeing that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with behaviour incidents
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the behavioural incidents and data logs from the Primary Day Book on Engage are reviewed regularly.

#### **The Extended Primary Leadership Team is responsible for:**

- Promoting the ethos of the school and ensuring that the Primary behaviour policy is adhered to consistently and fairly
- Ensuring that all staff understand the school's behavioural expectations and the importance of maintaining them (and reminding staff of these expectations when and where appropriate)
- Fulfil their duties set out in this policy
- Working with the Head of Primary to ensure a nurturing environment that promotes and maintains a very high standard of behaviour and mutual respect.

#### **Teachers and staff are responsible for:**

- Promoting the values of the school
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Primary behaviour policy consistently, making expectations clear
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Challenging pupils to meet the school's expectations
- Modelling expected behaviour and positive relationships
- Making professional judgements about a student's behaviour that takes into account individual needs
- Recording all behaviour incidents promptly using the Primary Day Book on Engage.

In addition to the above points, class teachers and specialist teachers are responsible for communicating behaviours promptly and effectively with parents, with the support of the Head of Primary for more serious incidents as and when appropriate.



## **Positive Behaviour Systems**

An essential element of our behaviour system is the highlighting of positive behaviour in the classroom and in any learning environment. This positive praise should be offered immediately and frequently, be specific and framed positively. We praise effort over outcomes to encourage development of our Learner Profile Attributes.

## **House Points**

Students collect individual house points which are awarded via Class Dojo. These house points are linked to the eight learner profile attributes. Throughout the academic year, children collect house points and are awarded certificates when they reach certain benchmarks:

Bronze = 50 HP  
Silver = 100 HP  
Gold = 175 HP  
Platinum = 250 HP

Additionally, these house points contribute to the weekly and yearly house point totals and winners are announced in the Friday celebration assembly.

## **Certificates**

Each week class teachers and/or specialist teachers will nominate one child per class to receive:

- a 'Well Done Certificate' - for demonstrating a learner profile attribute through their learning, behaviour and/or attitude towards others. The focus should be on the attribute shown rather than the outcome.
- an 'Oracy Award' - for demonstrating progress, risk-taking, and/or skill to articulate ideas, develop understanding and engage with others through spoken language.

The Head of Primary will write the certificate and present it in the Friday celebration assembly.

## **Marble Jars**

Marbles are awarded for behaviours, manners and teamwork. Examples of why you may receive a marble include, but are not limited to: being a good friend, helping someone, saying please and thank you, good table-manners, asking someone to play, holding open a door, tidying the classroom without being asked, etc.

Once a marble jar is filled, a class is awarded a self-chosen activity when they reach certain benchmarks:

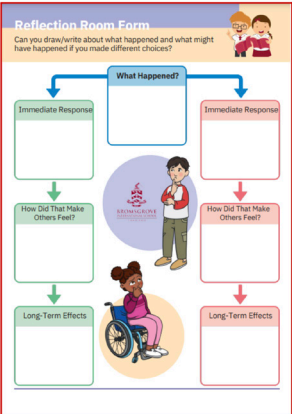
100 marbles = 15 minutes  
200 marbles = 30 minutes  
300 marbles = 45 minutes  
400 marbles = 1 hour  
500 marbles = whole morning or afternoon



## **Behaviour Consequences**

This table below supports staff, students and parents to understand the sanctions that will be used when student behaviour needs to be addressed. Stages 1 to 3 below are normally applied for behaviours including, but not limited to: disruption in lessons, in corridors between lessons, and at break and lunchtimes, non-completion of homework, poor attitude, unkind comments, repeatedly not speaking in English and excluding others.

<b>Sanction</b>	<b>In practice</b>
<b>Stage 1:</b> Reminder	<p>The student is reminded of the appropriate behaviour, and encouraged to modify their behaviour. Praise will be given if the student is able to model changes as a result of the reminder.</p> <p>Students should be given a maximum of 3 verbal or clear non-verbal warnings if appropriate behaviour is not displayed.</p> <p>These warnings should be clear and done in a way supportive of positive change.</p>
<b>Stage 2:</b> Repeated reminders and re-establishing expectations.	<p>If a student has been given 3 x verbal or clear non-verbal warnings and there has been no change in behaviour, or the class teacher believes the behavioural episode is severe enough to warrant immediate removal, then students will be taken to see a member of the Primary Leadership Team (Assistant Head --&gt; HoP if unavailable) to be reminded of the appropriate expectations.</p> <p>If this happens, then the class teacher will make contact with the pupil's parents at the end of the day to inform them of the reason for the consequence (both being removed from lessons, and the subsequent visit to the Reflection Room); this might be in person or by phone call.</p> <p>It is the responsibility of the class teacher to also ensure the Day Book is completed with a brief, concise record of events.</p> <p>NB: if a child receives repeated warnings in a specialist lesson, it is the specialist teacher's responsibility to follow the steps above.</p>
<b>Stage 3:</b> Lunchtime visit to the Reflection Room with member of the Primary Leadership Team or member of the Primary Curriculum Team	<p>If a student has needed to visit the Assistant Head of Primary or Head of Primary, the student's next available lunchtime will be in the Reflection Room, where a restorative conversation will take place and 'Reflection Record' will be completed.</p> <p>Questions may include:</p> <ul style="list-style-type: none"><li>• What happened?</li><li>• What were you feeling at the time?</li><li>• What have you thought since?</li><li>• How did this make people feel?</li><li>• Who has been affected?</li><li>• How have they been affected?</li><li>• What should we do to put things right?</li><li>• How can we do things differently in the future?</li></ul>

Sanction	In practice
 <p>The diagram shows a 'Reflection Room Form' with a central box 'What Happened?' at the top. Below it are two columns of boxes: 'Immediate Response', 'How Did That Make Others Feel?', and 'Long-Term Effects' on both the left and right sides. Arrows indicate a flow from 'What Happened?' down to 'Immediate Response', then to 'How Did That Make Others Feel?', and finally to 'Long-Term Effects'. There are also illustrations of children and a person in a wheelchair.</p>	<p>If learning has been missed due to being removed from timetabled lessons, it can be completed after the restorative conversation and 'Reflection Record'. Students need to understand the language of impact and consequence e.g. "If you are not focused in lessons, then you will need to do the work in 'your time". This time should be explained as break/lunch times.</p> <p>For students repeatedly using the Reflection Room, behaviour targets will be discussed with the child and a Positive Behaviour Plan may be put in place if needed.</p> <p>Parents and relevant staff will be notified. The adult leading the Reflection Room will edit the Primary Day Book on Engage with any relevant information.</p>

For instances of more serious behaviour and/or persistent low-level behaviours outlined above, Stages 4-6 of the behaviour policy will apply. Such serious behaviour may include, but is not limited to: repeated misbehaviour in learning spaces that leads to an unreasonable high level of disruption, swearing, physical or verbal aggression, use of objects to intentionally hurt others, any form of sustained bullying, cyber bullying and/or targeted online aggression.

All incidents of serious misbehaviour will be communicated with parents either face to face or via telephone, and in a follow-up email by the Head of Primary.

Sanction	In practice
<p><b>Stage 4:</b> Reflection Chart</p>	<p>With guidance from the Head of Primary, the class teacher will create a two-week behaviour plan and share this with the child, their parents and all relevant staff. After the two week period, their progress will be reviewed and next steps will be discussed. In addition, the child may be referred to the school counsellor for help and support; however, this will not be limited to the two week period and support can be ongoing where needed.</p>
<p><b>Stage 5:</b> Internal suspension</p>	<p>The Head of Primary and/or the Headmaster will inform parents of this suspension by formal letter. The class teacher will provide independent work for the child to complete in the SIC, outside the Head of Primary Office.</p>

Sanction	In practice
<p><b>Stage 6:</b> External suspension</p>	<p>The Head of Primary and/or the Headmaster will meet with all relevant parties, and discuss whether or not we can continue to provide for the child's needs at the school. If, after reviewing all the evidence of the incident, it is decided that a suspension from school is warranted, the Headmaster will decide upon the length of the suspension, appropriate to the incident and this will normally range from one day to seven days.</p> <p>The suspension will normally be served at home for day students and weekly boarders, or in school for full boarders. The class teacher will provide some learning for the child to complete during the suspension period.</p> <p>The parents will be informed of this suspension by formal letter in conjunction with a conversation.</p> <p>In addition, the student will be referred to the school counsellor for help and support due to the seriousness of the behavioural incident.</p>

Where the incident being dealt with is deemed to be serious, such as the use or possession of drugs, alcohol / weapons, or serious physical aggression, then the lower-level behavioural sanctions will be superseded and the case will be dealt with by the Headmaster and Head of Primary and the appropriate sanction implemented.

In extreme cases, the parent will be asked to withdraw their child with immediate effect from school if, after meeting with all relevant parties, the Headmaster believes that this course of action is in the best interests of both the child and the school.

Incidents of inappropriate behaviour are few and far between at Bromsgrove, but the above steps are intended to deal effectively, positively and in a student-centred manner with any incidents that do arise.