



BROOKE PRIORY SCHOOL

BEHAVIOUR POLICY



Aims and Expectations

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 and well. We are a caring community, whose values are built on mutual trust and respect for all. It aims to promote an environment where everyone feels happy, safe and secure throughout the whole school including EYFS. The school expects every member of the school community to behave in a considerate way towards others. We treat all children and situations in a fair and consistent way.

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

Rewards System

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. Our policy is designed to promote good behaviour first and deter anti-social behaviour second.

House Points

House points are recorded on the MIS. They are awarded for our individual school values. Each value is highlighted during the award and recording process. This re-enforces the values system.

Records are kept in pupil planners by the pupil.

House points contribute to the House Totals which are awarded at the end of each term (based on the mean per pupil).

Individual scores are also kept to attain: -

25 House Points	Bronze Certificate to be presented in Celebration Assembly
50 House Points	Silver Certificate to be presented in Celebration Assembly
100 House Points	Gold Certificate to be presented in whole school assembly, along with a choice of rewards. (Lunch for two in the classroom, be the teaching assistant, Choice of PE game)
200 House Points	Platinum badge awarded in whole school assembly.
250 House Points	Sapphire Award badge awarded in whole school assembly

Children can nominate a peer for a house point based on outstanding example of our school values.

Values Jigsaw

Teachers award a piece of the values jigsaw to a class or group of children showing the school values in an outstanding way. The jigsaw is gradually completed (12 pieces) as a school and a whole school reward would follow (to be decided by the school council). The piece of the jigsaw is presented in whole school assembly. The jigsaw is mounted up in Reception to school and depicts the school logo.

Positive Contact with Home

All staff should maintain contact with home as much as possible to celebrate achievements in order to foster excellent relationships with parents which may include: -

- Comments in diaries.

- Speaking to parents at fixtures/car park/drop off/pick up
- Positive phone calls to parents of pupils who have worked particularly well based on feedback in staff meetings (DF to make phone calls)
- Email communication (e.g. a short note to share a positive piece of information)
- Telephone calls from class teachers 1 per term per pupil.

Positions of responsibility

There are various positions of responsibility within the school. All children will be given an opportunity to assume one position during Form VI.

Head Boy/Girl

House Captains

Prefects (specific prefects e.g. library/art)

Sports Captains

School Council Leaders

Planet Protectors

Buddies

Form VI Specific duties: Café, Swimming, Reading

Player of the Day

Each lesson in Games and Physical Education two children are chosen and commended for their effort/performance. These nominations are recorded in classrooms and a certificate is awarded each term to recognise the highest number of nominations in each year group.

Visit the Headmaster

If a child produces an outstanding piece of work (Ipsative referenced - How good it is compared to normal). The child would bring the work to the Headmaster to share.

Good Work Display

To be compiled by Miss Matthews

Each class teacher to provide 1 or 2 pieces of work each week making sure it is photocopied and is in the good work tray by the end of Wednesday afternoon. Pieces of work will be displayed for a maximum of two weeks and changed when appropriate. 2 house points awarded for each piece.

Pre-Prep Specific

The following forms of reward are used within the Pre-Prep:

- **Rainbow Reward System:** Examples of excellent behaviour, specifically following school values and producing an outstanding piece of work results in children placing their name on the class rainbow. A gold star is given to the child and placed on their horseshoe.
 - **Bronze – 30 stars**
 - **Silver – 30 stars**
 - **Gold – 40 Stars**
 - **Platinum – 100 stars**

Forms I and II: Once each horseshoe has been filled, a certificate is presented to the child during assembly corresponding to the colour horseshoe that they have filled.

If during the day a child is not following the school rules or is misbehaving, the child will be asked by the adult to stop and given an example of what is expected of them in order to help put their behaviour right. If once this warning has been given but the behaviour continues, the child will be asked to put their name on the **Thinking Cloud** for 10 minutes. Once 10 minutes is over, the child places their name back on the sunshine.

If during the day this behaviour continues, the child will be asked to place their name on the **Rain Cloud**, resulting in a minute of their **Golden Time** lost on a Friday.

- **Praise:** Good behaviour, kindness to others, responsible actions etc. will be recognized and praised.
- **Stickers:** These are individual, positive rewards in recognition of excellence relating to any aspect of Nursery/Pre-School and Pre-Prep life and are a way of reinforcing commendable effort, example and behaviour. They cannot be taken away once given.
- **Recognition by Peers:** Recognition from the children during circle time of an individual's personal kindness and other qualities such as being caring, respectful and helpful.
- **Special Helper:** In Reception, Years 1 and 2, the children take it in turns each day to be the 'special helper'. They assist with handing out snacks at snack time, tidying and replacing items after use, helping other children, caring for belongings and personal items, relaying messages etc.
- **Golden balloons (Nursery and Pre-school):** Each week, one child from each class will receive a golden balloon for outstanding examples of the school values.

NB: Class teachers to manage and monitor rewards. (Other staff to discuss awards with class teachers prior to award). All certificates for presentation at the celebration assembly to be in to JW/VS at 'Celebration Assembly'

Sanctions System

Behaviour Recording

All significant or behaviours that may form a trend must be recorded on the MIS system (Example of what the box looks like Appendix A). These should be completed in as much detail as possible. An alert should be sent to DF and to any relevant teachers for information.

Each behaviour incident is recorded against a school value. This in turn allows management to look at patterns and implement intervention (Whole School/Cohort)

All sanctions must involve a positive element. (Examples below)

Level 1 Positive Sanctions: This allows learning and reflection

Level 2 Restorative Justice: Element of collaboration and discussion where the perpetrator reflects on actions this also acts as a support for possible victim.

Any behaviour construed as bullying must be recorded on the bullying report form (Appendix B)

Recorded Sanctions (Level 1)

These are given by any member of staff to a child who is making clear and obvious infringements to our school values/rules. The key is to make sure all incidents of this nature are recorded and the system is followed, explain to the child what will happen if the behaviour is repeated.

Each input on the system will be categorised by a value and supported by a short description.

Examples include: -

- Talking in class despite reminders
- Talking in assembly
- Repeated low level disruptive behaviour
- Disrespectful to staff
- Disrespectful to others
- Disrespecting property
- Lack of effort
- Repeated uniform infringement

Sanction Points are recorded by the class teacher or awarding teacher on the MIS. These are re-set, but not removed from record each half term.

Structure

Sanction Points	Action/Consequence
1	Teacher reflection and coaching following the lesson with child.
2	Teacher reflection following the lesson with child. This will include an element of positive sanctions and will most likely take place

	during the child's free time. Informal communication with the parent (E.g. with parents at the door).
3	Class teacher to communicate with parents- SMT Member to speak to child to involve positive sanctions. Most likely take place during the child's free time.
4	DF to communicate with parents- Possible meeting with Class Teacher and Parent. Sanction as appropriate to the misdemeanour.
5	Report/Coaching card issued- Meeting with DF/Parents/Class Teacher/Pupil Signed daily by parents and signed off by DF at the end of the week.

Recorded Sanctions (Level 2)

These will be recorded on MIS as higher-level incidents.

This will only act as a guide and circumstances should be considered (previous incidents of this nature, motivation, state of mind (mental health), intent)

Sanction	Play time missed to administer restorative justice/Phone Call home	Restorative Justice/Possible event missed/parent in	Report	Internal Exclusion
	Fighting/physical fall outs	Bullying (intentional/repeated harassment of others)	Continual/repeated behavioural issues in class as recorded on the MIS.	Continued offences following other sanctions.
		Punching and kicking (one way)	Continual/repeated behavioural issues in free time as recorded on the MIS.	Serious isolated infringements of higher level. E.g. racist abuse
	Temporary Exclusion	Permanent Exclusion		
	½ day to a maximum of 2 days	No improvement in behaviour or repeated behaviours following a temporary exclusion.		
	Repeat of previous offenses listed above following sanctions (Internal exclusions) and discussions with parents.			

Examples of high level behaviours that may lead to an exclusion of any type are:

- Theft
- Bullying, including intentionally using an individual protected characteristics against another child. E.g sex, race, religion/belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Damage to property
- Persistent disruptive behaviour

The decision to exclude a pupil either internally, temporarily or permanent for persistent lower level infringements will be made by the Headmaster after numerous meetings with the child, parents and other relevant parties have been had, original sanctions have been used to no effect and all other disciplinary options have been exhausted or if the individual incident is high level as indicated above.

Positive Sanctions

In order to learn from mistakes and for negative behaviour to have a positive impact on the school community, playtimes/lunchtime that are missed should where possible involve the perpetrator completing tasks that would benefit the school. Examples of this include:-

- Supporting a member of staff with administration.
- Playtime support with the younger children with shoes and coats.
- Supporting PE staff with equipment preparation.
- Supporting a younger child with work.
- Reading to a group.
- Team building exercise.
- Writing a letter to the teacher/child.
- Supporting a teacher making the damage/situation better. (Cleaning it up)

Restorative Justice

Restorative justice would play a major part in the reflection of any significant incident. This process involves the offending child and the victim (if there is one) are brought together to restore the harmony between the parties. Here, direct mediation and conflict resolution between should be led by a member of staff. It holds the offender accountable to the other parties while also providing the offender with learning experiences.

Questions such as:

- How did it make you feel? (Victim)
- How do you feel now (Perpetrator)
- What would you have done differently (Both)
- How can you make sure this doesn't happen again (Both)
- What impact might it have on others. (Perpetrator)
- What can you do to make tomorrow/this afternoon a success? (Both)

Exemplar: Report and Coaching Card

<u>Name:</u> _____ <u>Date:</u> _____	<u>Values Focus:</u>
<u>What successful behaviour looks like:</u>	
<u>Lesson feedback (Hand to teacher at the start)</u>	<u>Coaching from class teacher to prepare for tomorrow.</u>
<u>Monday</u>	
<u>Tuesday</u>	
<u>Wednesday</u>	
<u>Thursday</u>	
<u>Friday</u>	

Next steps: -

1. Consecutive weeks with no progression or worsening behavior will result in an internal isolation.
2. External exclusion from school.
3. Permanent exclusion from school.

The Role of the Key Person/Class Teacher

Children are made familiar with standards of conduct required by the school through PSHE, Form time and assemblies

The class teachers/key person in our school have high expectations of the children in terms of both lessons and general behaviour, and they strive to ensure that all children work to the best of their ability.

The class teachers treat each child fairly, with respect and understanding, through the school values system.

If a child misbehaves repeatedly in class, the class teacher should employ the sanctions as detailed above.

We encourage teacher's/keyperson to have positive communication with parents and families to support positive behaviour.

The Role of the Headmaster

The Headmaster is responsible for the behaviour management of the whole school.

It is the responsibility of the Headmaster, to implement the school's Behaviour Policy consistently throughout the school. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all children in the school.

The Headmaster supports the staff by implementing the policy and by setting the standards of behaviour.

The Headmaster keeps records of all reported serious incidents of misbehaviour.

The Headmaster will strive to resolve serious behavioural problems through discussions with the child and parents, and in conjunction with the class teacher. He has, however, the ultimate responsibility for internal, temporary or permanent exclusions of a child.

The Role of Parents

We state the school values in the school's General Information Book, homework diaries, and in every classroom. We expect parents to read these and support them.

We expect parents to support their child's learning and behaviour within Brooke Priory's ethos. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headmaster. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented following the procedures laid out in the school's Complaints Policy.

Managing Pupils Transitions

As the pupil progresses through Brooke Priory School, any records of behaviour are shared with their new teacher.

Monitoring

The Headmaster and SMT monitors the effectiveness of this policy on a regular basis and, if necessary, makes amendments using staff feedback and advice.

All serious incidents are reported to the class teacher. Records are kept on the MIS. The Headmaster will record incidents of a very serious nature when it is expected there will be follow up action. Patterns of behaviour are monitored to establish 'bullying' and any infringements relating to protected characteristics in order to influence future actions and whole school interventions. E.g. whole school assembly on respectfulness.

Review

The Headmaster reviews this policy every year. He may, however, review the policy earlier than this, if the government introduces new regulations, or if the school receives recommendations on how the policy might be improved.

Appendix A

Brooke Priory School Behaviour Record Sheet

Pupil Name:

Class

Staff Member:

Date:

Staff Chain:

Details of the incident:

Other pupils involved:

Action Taken: (Sanctions/Spoken to/Plan to communicate with parents)

SMT/Lead Follow up:

Copy to DF for file



BROOKE PRIORY SCHOOL
Bullying Incident Report



(To include Peer on Peer abuse/Sexual Harassment-Violence)

Protected Characteristics (Highlight): gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation

DATE:
TIME:
THOSE INVOLVED:
STAFF DEALING WITH INCIDENT:
FULL DETAILS:
Continued on attached sheet yes/no
OUTCOMES:
CLASS TEACHER INFORMED: DATE:
PARENTS INFORMED: DATE:
MONITORING STRATEGY:
REVIEW:
This report must be handed to the Headmaster:

Signed by person dealing with incident:	DATE:
Received by Headmaster:	
Signed:	DATE:

Appendix C

Coronavirus Specific School Rules

Children will be introduced to these specific behaviour expectations related to COVID-19. These are shared with children by class teachers at an appropriate age-related level. They are also shared with parents who are encouraged to talk to their child about prior to starting back to school in September 2021.

You must concentrate to follow these at all times.

1. Wash your hands before you come to school, use the pumps before you go through the doors, then wash them again when you get inside school.
2. Wash your hands before and after eating, using the bathroom or going outside.
3. Use a tissue to cough or sneeze where you can 'catch it, bin it, kill it'. If you can't- cough/sneeze into your elbow.
4. Follow your teachers' instructions very carefully.
5. Follow the one-way system around school (inside school)
6. Tell an adult if you are feeling poorly.

Appendix A **Expectations/Dress Code**

Dress Code

- A clean, named school uniform should be worn at all times.
- Shirts must be tucked in.
- Shoes must be polished.

Girls

- Hair must be tied back or worn with a red coloured hair band.
- No jewellery or nail varnish may be worn other than one stud or sleeper ear ring in each ear, however, these must be removed for all physical activities.

Boys

- Boys must wear their ties pulled up to the top button, which should be done up.
- No jewellery or nail varnish may be worn other than one stud or sleeper ear ring in each ear, however, these must be removed for all physical activities.
- Hair must be tidy and clear of the collar.



Marking and Feedback

Where possible, 'live' verbal feedback will be given by the teacher to the learner, appropriate to the learning task, pupil's age and attainment. This will be marked with a circled V (see table below) at the point of feedback. This allows teachers to easily see the impact of their feedback.

Where written feedback is given, the following marking codes should be applied*:

Ⓥ	Verbal Feedback
Ⓢ	Self-evaluation
Ⓟ	Peer evaluation
_____sp	Spelling mistake (x3 maximum per piece of work)
○	Punctuation
//	Paragraph
<u>a</u>	Capital Letter
✓	Correct
•	Incorrect
	Good work highlighted
	Area to improve highlighted

*Stamps may be used to this effect for younger pupils

Effort feedback

Hard work is one of the core values at Brooke Priory. We encourage children to 'be the best that they can be', which can only be realised if substantial effort is applied. Teachers promote this value by positively reinforcing correct learning habits.

- ① Excellent – award 1 house point
- ② Very good
- ③ Good
- ④ Variable
- ⑤ Unsatisfactory