



Brodetzky Primary School  
Governing Body Documents



## **Brodetzky Primary School Policies**

**Policy Name: Behaviour Policy**

**Date Agreed: December 2019**

**Review Date:**

**Committee Responsible: Full GB, T&L, LK, Resources or PS**

**For website publication: Y / N**

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### **Roles and Responsibilities**

The responsibility for implementation of this policy rests with the Executive Head teacher. On an operational basis, management, responsibility and evaluation of this policy will be delegated to the Deputy Head teacher. Approval for this policy will be responsibility of the Pupil Support Subcommittee of the governing body

### **Suggested Audience**

All school staff, pupils, parents/carers and governors. As part of their school induction or professional development, all school staff will participate in training which enables each person to be familiar with the principles and procedures outlined in this policy.

### **Related Policies**

This policy is one of a suite of policies which should also be referred to:

- Staff recruitment
- Inclusion
- Equalities
- SEN/D

The behaviour Policy also takes into account the DfE Guidance, *Behaviour and Discipline in Schools* (February 2014) and acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

### **Rationale**

At Brodetsky Primary School (BPS) we aim to help all pupils reach their full potential. For this to happen it is necessary that teaching and learning takes place in a calm, safe, secure and disciplined environment.

### **Aims of this policy**

- We wish to promote a purposeful atmosphere about school which is conducive to effective teaching and learning.
- We want everybody in school to be calm, respectful, courteous, considerate and relate well to each other.
- We want our pupils to show through their actions that they know what constitutes appropriate behaviour and that they understand what is expected of them and respond accordingly.
- We want our pupils to take responsibility for their actions and help them develop self-esteem, self-discipline, a proper respect for authority and adhere to high standards of behaviour.
- We want to encourage the parents/carers of our pupils to be involved in helping the school.

to ensure good behaviour by all pupils

### To achieve these aims

The attitude and approach of all our staff is of great importance. It is the adults who must have high expectations, so determining the environment in which good staff/student relationships can develop.

We need to set the correct example in matters of presentation, punctuality, commitment and respect.

We must consider ourselves responsible for positively influencing the good behaviour of students around us.

The school's expectations of behaviour should be clearly stated, understood, accepted, and consistently applied by all.

The school ethos should be based on offering praise wherever students try hard, make progress and sustain high levels of achievement.

Unacceptable behaviour must be appropriately challenged and the reasons for it identified and addressed.

### Our expectations are that each child will

- attend school except when ill
- wear the correct school uniform smartly throughout the day
- move quietly and calmly around school
- listen carefully and not talk during assembly
- do as asked by adults
- work hard
- be kind and friendly to everyone
- treat people, the school building and resources with respect.

### Rewards

**BPS will always tell students when they are doing well.**

Teachers will recognise, praise and reward students with stamps and certificates which will be presented during whole-school award assemblies.

Stamps earned will be recorded in the Stamp Booklet (KS1) or Student Planner (KS2) and will count towards individual rewards and house rewards as detailed on the rewards ladder (Appendix 1).

### Sanctions

When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the consequences ladders (Appendix 2).

### Early Years Foundation Scheme

Our Early Years unit do not use the rewards and consequences ladders as children display a range of behaviours at this age, most of which are to be expected for their age and in particular when they are new to an environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc. In Early Years, Staff will work effectively together as a team and show a fair and consistent approach to incidents. Where unacceptable behaviour is recognised or observed, staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict.

Intervention will be low key and may include one of the following:

- Using a positive statement, e.g. "If you want to run around, you could go outside and play



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a game”

- Explaining any concerns e.g. “If you lean back on your chair you may fall over”
- Giving choices
- Allowing time to reflect upon their behaviour with the class teacher or staff member e.g. a thinking

spot and timer (for 2-3 minutes)

- Any unusual/extreme/ violent behaviour is luckily very rare in EYFS, but will be dealt with by the head teacher or the deputy head teacher.

Staff will discuss any concerns with parent/carers in an attempt to understand and identify possible causes of negative behaviour.

### **Special needs**

Some children may sometimes need to have their own behaviour targets, and may have their own reward systems in place. These children will be brought to the attention of the SENCO, Deputy Headteacher and/or Headteacher. An appropriate course of action will be agreed with the class teacher, pupil and parents. Strategies may include:

- Specific IBP (Individual Behaviour Plan). The child and parents will be informed of this and will agree the targets. This will support the child in improving behaviour through manageable targets, positive rewards and consistent sanctions.
- Meeting with parents at regular intervals.

## **BULLYING**

### **What is Bullying?**

‘Persistent or repeated behaviour which can reasonably be perceived as offensive, intimidating, malicious or insulting.’

Bullying types are: Homophobic Bullying; Racist Bullying; Trans Bullying; On-line Bullying; Peer on Peer Bullying; Gender Bullying.

The following are some examples of behaviour that **could** be viewed as bullying.

- Aggression, including threats, shouting and swearing.
- Physical violence.
- Humiliation, including insults or destructive criticism.
- Deliberate wrongful attribution of blame.
- Exclusion from social groups.

Bullying can involve direct contact, electronic/cyber contact and contact through letters or phone calls.

Statement of Intent:

Every member of the school community has the right to a 'Bullying Free' environment. As a school we affirm that we will take every measure possible to eliminate bullying from school life.

If bullying does take place we will take clear, proactive steps to stop it and to prevent it occurring again.

We expect all adults (staff, parents, governors and volunteers) to work together to implement and support this policy.

We will record all known incidents of bullying and seek to establish if unreported bullying is taking place.

We will develop pupil based strategies to address early behaviours that can lead to bullying and to support potential victims of bullying in a positive manner.

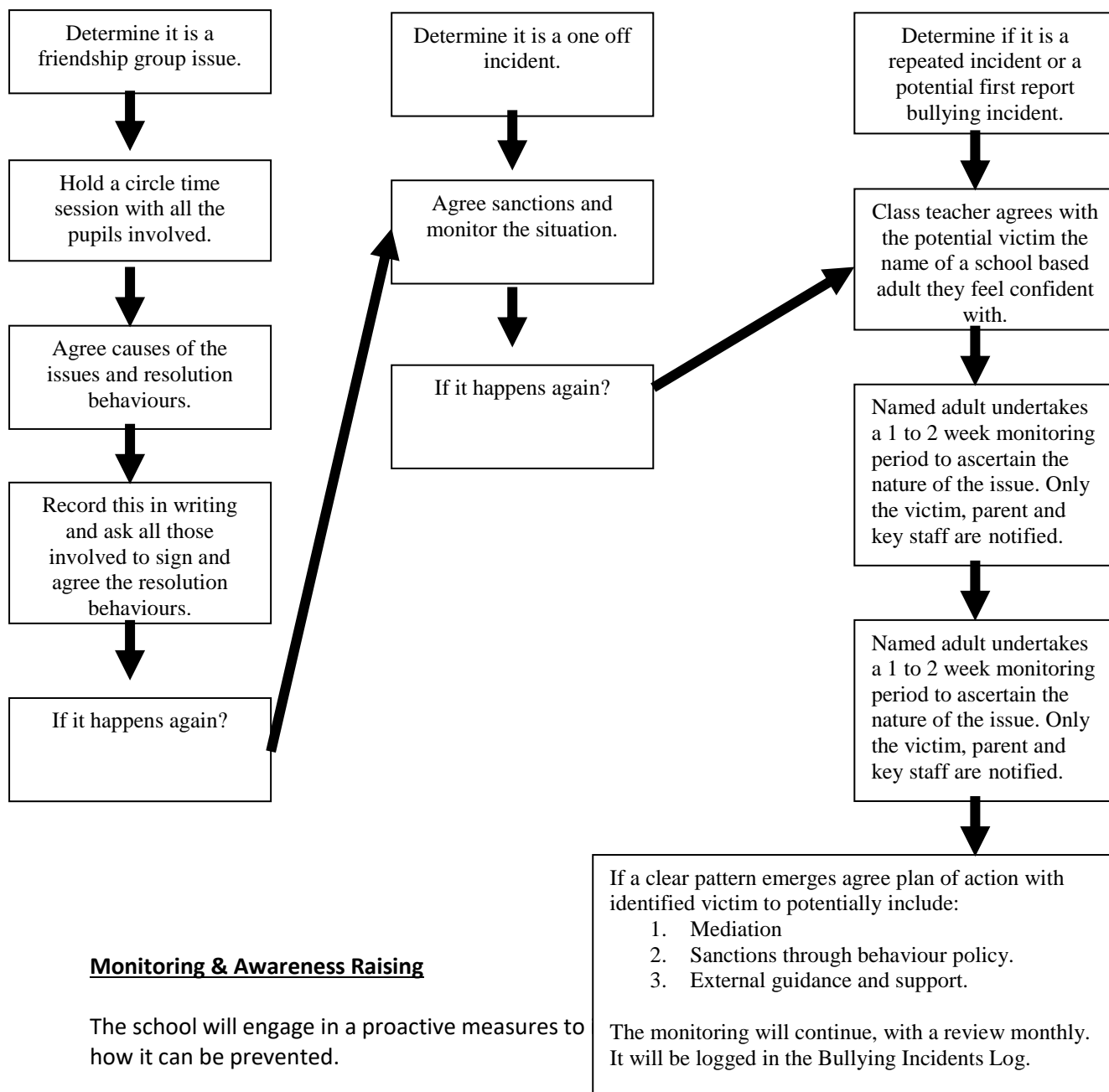
Adult involvement will give confidence to the victim, result in action that stops the bullying and seeks to eliminate the cause of the bullying behaviour itself.

**What happens if bullying is alleged?**

1. Which ever adult receives the allegation must make a written record of the allegation. The potential victim may be involved at this time.
2. This first adult must determine if the victim is at immediate risk of harm and if so take immediate action to remove them from the cause of the harm.
3. The written record should be passed immediately to the class teacher, with a copy for the Headteacher. The class teacher will determine initial next steps from the options below.



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All pupils will complete a 'Feeling Safe' survey in the spring term. This will be completed in house groups with older pupils supporting younger pupils. Each pupil will colour a simple map of the campus:

Red = Feel unsafe  
Orange = Sometimes feel unsafe  
Green = Always feel safe

This will be analysed and a review of staffing, support and construction undertaken.

The school will take part in the annual Anti-Bullying week Activities.

All alleged bullying incidents will be recorded in a central log and actions taken recorded against it.

## Conclusion

This pupil behaviour and discipline policy is positive in tone and aimed at encouraging good behaviour and developing self-discipline amongst our pupils, but with a progressive scale of sanctions which can be invoked if the need arises. The staff of the school will work in partnership with pupils and parents to encourage high standards of conduct, discipline and achievement.

The majority of children at Brodetsky Primary School are very well behaved, and help make our school a happy place to be. Children learn how to behave, just as they learn everything else, and by setting a good example, giving rewards and firm boundaries, we hope they will continue to behave well throughout their time at our school.

## Publicising this policy

This Behaviour Policy along with the rewards and consequences ladders will be available in a number

of locations and range of formats to maximise the distribution of this policy:

- on display in classrooms and around school (ladders only)
- on the school website
- as paper copies in the school office
- in the staff handbook
- as part of induction for new staff

We will ensure that the whole school community knows about the policy and objectives through the school newsletter, assemblies, staff meetings and other communications.

We will publish on the school's website copies of relevant policies and guidance, including those on anti-bullying and special educational needs.

## Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Executive Headteacher, Deputy Headteacher and SLT





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(Appendix 1 - Rewards Ladder)

## Brodetzky Reward Ladder

Termly Winning House Prize

- KS2 Film Event
- KS1 Film Event

Individual Rewards - Exchange Merits

- 50 - 5 First Lunch Tokens
- 100 - Sports Session
- 150 - Forest School Afternoon

5 Merit Stamps - 5 Team points

- 100% attendance + 100% punctuality + 0 comments for week
- Headteacher stamp

Merit Stamp - Team Point

- Extra effort in lessons
- Great Role Model around school

Verbal Praise

- Individual praise for good manners, good contributions in class discussions, hard work and effort lessons.

## Brodetsky Consequence Ladder

### Phase Six - Behaviour Contract

- 2<sup>nd</sup> Headteacher DT in a half-term
- 40 BPSU comments in a term

### Phase Five - Headteacher DT - contact parents

- 8 BPSU comments in a week
- 20 BPSU comments in a half-term
- 30 BPSU comments in a term

### Phase Four - Lunch DT

- Already had Break DT in that week
- 3 behaviour comments in day
- any 5 BPSU comments in a week (e.g. 5 x S)

### Phase Three - Break DT

- Still no improvement in behaviour
- 2<sup>nd</sup> B comment in a lesson
- 3 PSU comments in a week (e.g. 3 x U)

Serious B issue

### Phase Two - Second Warning

- 1<sup>st</sup> Behaviour (B) comment
- PSU warnings are always comments

PSU

### Phase One - Verbal Warning

- Individual warning - re classroom behaviour
- Name on board



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**Appendix 3**

**Behaviour Log Codes**

B = Boy

G = Girl

PG = Playground

CR = Classroom

OS = Outside School

IN = Individual

GR = Group

FG = Friendship Group

LT = Lunchtime

PT = Playtime

Bullying Log		
Date		Lead Adult
Record No	Incident (pupil names, details of incident/s and adults involved)	Was bullying confirmed and what action taken

B	G	GR	IN	FG	PG	CR	LT	PT	OS