Behaviour Procedures

The School

The Bromley Pensnett Primary School's behaviour procedures are based around the five key values that underpin the work of the drb Ignite Multi Academy Trust.

- *Success is celebrated*
- *Optimism and expectation*
- *Acts of kindness are noticed and matters*
- *Trust and integrity*
- *Every contribution counts*

These procedures are written in line with the drb Ignite Trust Behaviour Policy and reflects our work towards becoming a UNICEF Rights Respecting School.

The Bromley Pensnett Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour procedures echo our core values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The atmosphere of the school depends on the mutual respect of all pupils and adults and the philosophy that everyone is of equal importance and worth. The main guiding principle is that everyone will act with courtesy and consideration to others at all times in order to promote a happy, caring and relaxed learning environment. These procedures have implications for all the staff, parents and pupils.

The Staff

The school staff, in all their roles, are responsible for promoting positive behaviours throughout the school and providing the pastoral care of every child. The aim is to find effective ways to enable children to develop pride, self-regulation and a sense of responsibility within a well-structured and caring environment.

All staff
1. Meet and greet in the classroom, on the gate or in the corridor every day.
2. Refer to our displayed: rules, zones of regulation and house points to promote positive behaviours in the classroom and around school.
3. Model positive behaviours and build relationships.

All teachers and teaching assistants
1. Meet and greet in the classroom, on the gate or in the corridor every day.
2. Plan lessons that engage, challenge and meet the needs of all learners.
3. Use praise and visible recognition every lesson
4. Be calm and give 'take up time' when going through the graduated steps (see below).
5. Follow up every time, retain ownership and engage in reflective dialogue with learners.
6. Involve children in maintaining an inspiring, tidy environment in which all children have clear sight of the board and working walls.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Middle leaders:
1. Meet and greet learners at the beginning of the day
2. Be a visible presence in the phase to encourage appropriate conduct
3. Support staff in returning learners to learning by supporting staff in de-escalation conversations
4. Regularly celebrate staff and learners whose efforts go above and beyond expectations
5. Encourage use of Positive Notes and Positive Phone Calls
6. Ensure staff training needs are identified and targeted
7. Use behaviour data to target and assess interventions
8. Make sure that the 'buck stops here'

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders:
1. Meet and greet learners at the beginning of the day
2. Be a visible presence around the school and especially at transition times
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support middle leaders in managing learners with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess college wide behaviour policy and practice.
7. Regularly review provision for learners who fall beyond the range of written policies

The children

Consistent recognition of a child's positive behaviours is given by every member of staff who has contact with the child every day.

Every day begins with recognition. Every child is greeted by a member of staff on the school gate and another member of staff as s/he enters the classroom in the morning.

During the day, positive behaviour in the classroom, corridors, halls, dining room or on the playground is recognised consistently in the following ways:

- Verbal recognition
- House Points
- Stickers
- Postcards home
- Phone calls home
- Letters home
- Positive note to pupil
- Recognition in assembly

- Feedback to parent/carer at the end of the day
- Visit to another member of staff
- Whole school extra play

Our Behaviour Charter

Expectations are clearly displayed around the school and are centred on the four words: ready, respectful, safe and kind. Reference is made to these four words throughout the day by all staff.

When children are struggling to meet expectations of behaviour, teachers make a professional judgment as to whether to ignore the behaviour in order to maintain the flow of the lesson or to address the behaviour in that moment.

A child's special educational needs are taking into account when supporting behaviours.

Zones of Regulation

- Staff refer to "zones of regulation", that are displayed in classrooms, halls and corridors, throughout the day.
- Children are encouraged to develop strategies to regulate themselves.

Transitions

- Transitions are carefully managed to support children's regulation.
- Non verbal communication is used as much as possible.
- Children are instructed to breathe deeply before returning to class after play to help regulation.
- Routine movements in classrooms are managed using a 1....2....3 system
- From classroom to the playground or hall, children are recognised for "fantastic walking" and for respecting personal space by leaving a gap between themsleves and the child in front.

Low level disruption in the classroom from an individual child

When addressing the behaviour of an individual child the following graduated approach is used.
1. a discrete warning is given through non-verbal communication
2. a discrete verbal warning involving a choice and framed positively eg "I need you to focus, thank you"
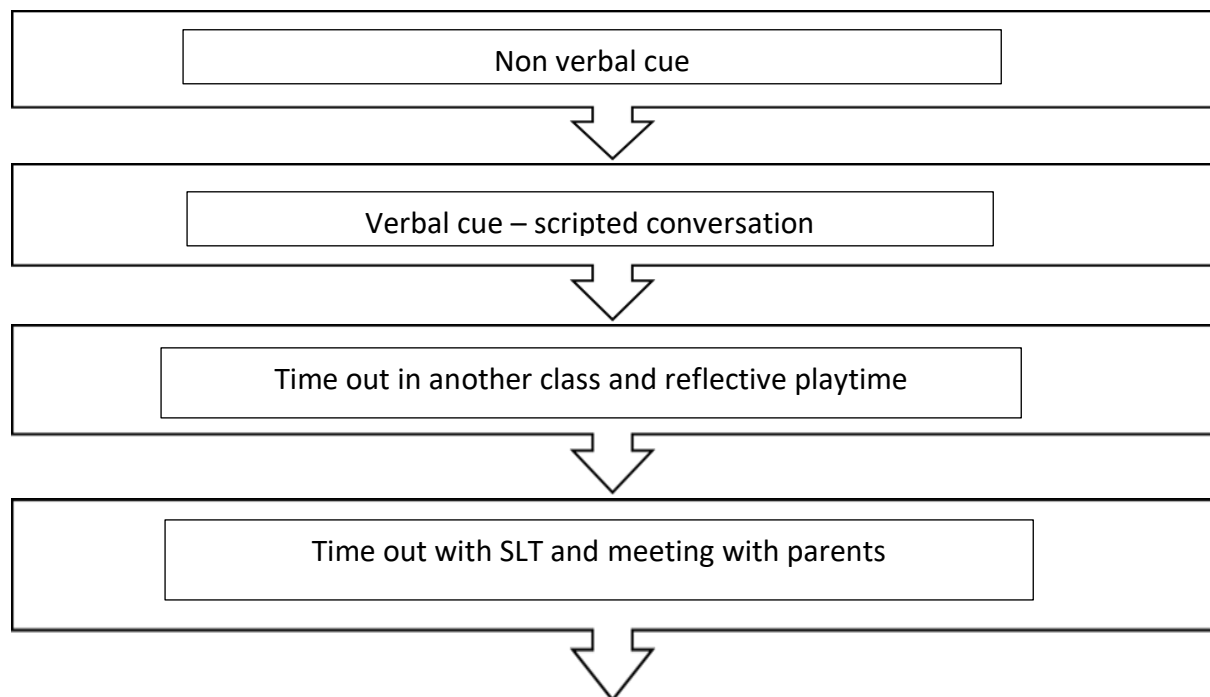3. a scripted conversation is used as follows:

"I can see that you are struggling at the moment. Do you remember last lesson (yesterday/last week etc) when you did really well. That is what we want to see today and we know you can do it. Thank you for listening"

If the behaviour continues a consequence is applied to address the issue. This can be timeout in another class with work or missing part of a playtime.

Sanctions are recorded using Scholar Pack as this informs evaluation of the behaviour system.

Where specific needs have been identified, the SENCo will ensure the system takes full account of their needs.

In all cases deserving a consequence, the teacher's best judgement should be used.

Non verbal cue

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Verbal cue – scripted conversation

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Time out in another class and reflective playtime

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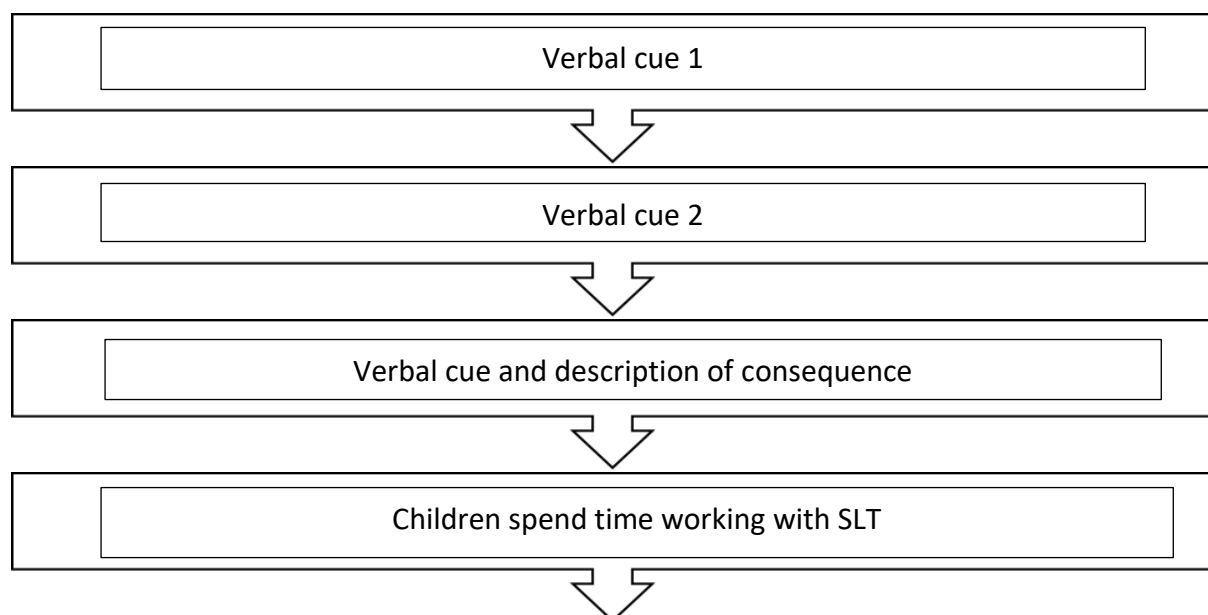| Time out with SLT and meeting with parents |
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Low level disruption from a group of children

When addressing the behaviour of a group of pupils the following graduated approach is used:

For younger children, a song (especially one with actions) may often bring the class back together.

If children are on the carpet, the phrase "bear position" is used to encourage children to sit up and be ready to learn.

For older children:

1. "Several of you are …........., it is very distracting and shows you are not ready to learn, eyes and ears this way, thank you"
2. "Some of you are still not ready, well done this who are, eyes and ears this way."
3. "Well done those of you on task, unless the remaining few can regulate yourselves and be ready to learn, you will have playtime to reflect on your behaviours tomorrow"
4. SLT remove children from the class to end disruption. As the member of SLT enters the room, classteacher raises index finger and as unobtrusively as possible indicates the children who need to leave in order for the lesson to continue. Work sent down for children to complete with SLT.

Verbal cue 1

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Verbal cue 2

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Verbal cue and description of consequence

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Children spend time working with SLT

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Consistent recognition and support at playtime

The teacher on duty will deal with incidents that occur during break-time giving children the opportunity to reflect and put right any situation. Conversations take place away from the peer group. Children may be sent to another member of staff or a bench to reflect. The teacher on duty will report incidents to relevant class teacher. The Key Stage Phase Leader will be informed of any serious incidents. The child may be brought in from the playground and the Deputy or Head teacher will be informed. If there is a dispute between two children, both sides of any argument are listened to.

Consistent recognition at lunchtime

Positive behaviour at lunchtime is recognised through praise, stickers, cards and nominations for Lunchtime Stars of the Week

The Curriculum

We deliver a curriculum that is carefully designed at Trust level to engage children at each stage of their learning. We monitor the curriculum through "deep dive" method that uses pupil voice to inform evaluation of the curriculum.

Monitoring

Senior leaders monitor the effectiveness of these procedures on a regular basis as part of the school's monitoring and evaluation schedule. The Trust provides external monitoring as part of the School Improvement process. Data from the school's recording software, pupil voice, staff voice and parent voice inform monitoring at a school and Trust level.

Equal Opportunities

These procedures adhere to all the principles, aims and objectives set out in the school's Equality Policy and the Inclusion Policy.

Suspensions and Permanent Exclusions

Suspensions and exclusion is used in line with the [drb Ignite Trust Exclusion Policy](#).

In cases of exclusion, the Headteacher must decide on the **balance of probability** whether the incident took place.

A decision to exclude should be taken only:

a) in response to serious breaches of these behaviour procedures;

b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Health and Safety of staff and all children must be at the forefront of any such decisions made.

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The school provides the parents with links to organisations that can provide impartial advice.

Outstanding
pupil experience

Excellence
in education

Impactful
teaching

Effective
partnerships