

# Behaviour Policy

Policy Owner	Brecknock Primary School
Approving Body	The School's Governing Body
Date Approved	July 2022
Effective Date	September 2022
Review Date	September 2023

### Our Vision Statement

Our behaviour policy, which is understood by all in our school community, promotes high expectations for behaviour. The purpose of this policy is to promote and develop social awareness, caring attitudes and children who are committed to their learning. The United Nations Convention on the Rights of the Child (UNCRC) is the cornerstone of our whole school policy for promoting positive behaviour.

The UNCRC is the most widely-ratified international human rights treaty in history. The Convention has **54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to**. These rights describe what a child needs to survive, grow, and live up to their potential in the world. **They apply equally to every child, no matter who they are or where they come from.**



**Our behaviour systems encourage children to manage their own behaviour.** Children are asked to reflect on their actions and who they want to be. Each class has a values bar of qualities which exemplify the Brecknock child. Children are encouraged to reflect on how these affect those around them. Brecknock children know they are agents of change who can shape the world in which they live. The Convention of the Rights of the Child is a real and meaningful guide to action on a day-to-day basis.

**The children in each class develop their own Class Charters which become a point of reference for the class and once signed by the teacher, assistants and pupils it signifies a joint undertaking which binds everyone together.**

The school has put in place effective support systems to aid children to overcome emotional or behavioural barriers to learning; including training on trauma informed practice and emotion coaching.

### Our Vision and Values

Brecknock Primary School is a Gold Rights Respecting School, and this key principle underpins the whole school policy for promoting positive behaviour. As a rights respecting school, we not only teach about rights but, in addition, we are role models for each other, demonstrating a mutual respect in all our relationships.



#### Brecknock Values:

All Governors, staff and parents are committed to making Brecknock a safe, secure, consistently excellent school in every aspect.

We strive to provide education in its deepest sense; which empowers children and gives them a lifelong desire to learn, so that they develop into responsible, resilient, environmentally aware citizens of the future.

These are the BRIGHT Values.



### Behaviour Overview

In consultation with the children, staff, parents and governors at Brecknock Primary School we have developed a policy in line with the rights of the child which secures the highest levels of success and self-esteem for each individual child. Ensuring these rights are understood and respected by all is part our commitment to valuing diversity, tackling bullying, child on child abuse and harassment, including discriminatory and prejudice based bullying. This includes any form of racism, homophobia, transphobia, sexism and sexual harassment. We embody and promote equality in our community and challenge prejudices whenever they are seen (in an age appropriate way.)



The key foci of this policy are to promote the following:

	<ul style="list-style-type: none"> <li>• Children who understand that they are agents of change and can shape the world in which they live in order to achieve fairness and social justice</li> <li>• School ambassadors who have respect in all their actions in relation to the wider community i.e. beyond the school gates</li> <li>• Children who are able to cooperate successfully whilst having consideration for the individual needs of those around them</li> <li>• Celebration of children's successes and encouragement to be role models for one another</li> <li>• Respect for individual beliefs and cultures and the understanding that we are all different</li> </ul>
	<ul style="list-style-type: none"> <li>• To develop self-esteem and a confidence in their own identity</li> <li>• To support vulnerable children and those in difficult circumstances</li> <li>• To be aware that discipline in schools must respect children's human dignity</li> </ul>
	<ul style="list-style-type: none"> <li>• Exemplary behaviour which allows for effective learning skills to be developed</li> <li>• Children who are happy to attend school every day, arrive on time, line up calmly, and enter school ready to learn, participate and play an active role</li> </ul>
	<ul style="list-style-type: none"> <li>• A safe environment, with children respecting their school setting and demonstrating an understanding of collective responsibility.</li> </ul>
	<ul style="list-style-type: none"> <li>• To recognise the needs of individual children and develop nurturing relationships which promote effective communication and tolerance</li> <li>• To ensure that children know who to approach if they are worried or in difficulty or concerned about one of their peers</li> </ul>



- To value and celebrate the diversity of our school and to promote equality and challenge discrimination in all its forms
- Children who are empathetic towards each other, consider the feelings of those around them and reflect on how their behaviour can impact on others
- To communicate effectively with one another in order to resolve conflict
- To work collaboratively with parents to find resolutions to challenging behaviour and in supporting positive behaviour
- To establish clear procedures for dealing with and managing unacceptable behaviour

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### *Developing the School Behaviour Policy*

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## **Behaviour Review**

In 2022 we conducted a reappraisal of the behaviour model through a stakeholder working group. Staff attended training on trauma informed practice and emotion coaching and children and parents were consulted on the efficacy of the previous model. Subsequently a restorative behaviour approach was adopted by the school and a positive values framework within classes.

## **Children's involvement in developing the School Behaviour Policy**



As a Rights Respecting School our children are already agents of change and are directly involved in setting behaviour expectations around their school. Pupil voice is at the forefront of our school and the school council were consulted throughout the process. They identified behaviours which they believed were unacceptable and which should receive an immediate consequence and also advised on what good behaviour looks like.

At the beginning of the year, each class creates a Class Charter which is based on the rights of the child. This charter sets out the expectations for effective learning behaviours in each class and ensures that every child has access to their rights and that we are respecting the rights of those

around us.

Creating a class charter makes the UN Convention on the Rights of the Child a real and meaningful guide to action for adults and children on a day-to-day basis. Charters are democratically negotiated using the Convention and replace a list of rules with mutual agreements. The actions agreed between all children ensure that rights can be realised and enjoyed by everyone. For example, if children agree to 'listen in class' they are realising their own access to article 29 as well as other's right to access that article.



Though the children are asked to choose to highlight a certain number of more relevant articles, there is no article that is more important than the other. The charter allows the children to develop a sense of shared ownership of the classroom and learning and they begin to understand collective responsibility. Children are asked to decide how they think the charter should be displayed. Charters are developed with the active participation of children from nursery to year 6; they reflect the values and principles of the CRC and are applicable to all.

A Playground Charter has developed with children and adults in our school community and sets out high expectations for behaviour outside of classrooms.

In order to support our children to become the best person they can be, Brecknock is committed to developing good relationships between school and home and working in partnership with the families of our children is essential

We ask that parents:

- support the school in its Behaviour Policy
- talk to their children about the school expectations of work and behaviour
- encourage children to discuss problems
- attend parent's evening and communicate with the school any concerns/issues which may affect their child's behaviour/learning
- encourage a positive attitude to learning
- attend parent and carer workshops where possible to support children's learning
- ensure that their child attends school regularly and on time

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*Restorative Approach to Behaviour*

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### **What is it?**

At Brecknock, we develop **relationship security** between children and adults and always support children to demonstrate positive attitudes to learning and to ensure other pupils do not have their rights infringed upon. We use a **restorative behaviour approach** which is a philosophical shift away from the traditional, punitive approach to wrongdoing. The restorative perspective views misbehaviour as an offense against relationships.

### **1-2-3 Magic**

We always encourage our children to reflect on their behaviour in line with the rights of the child, class charter and in accordance with the school values. If a child is not following these, they will be reminded by the teacher who will use the 1-2-3 Magic technique.

1-2-3 Magic is a simple and effective way of managing behaviour in a safe and nurturing way. It takes away needless interactions along with the build-up of negative emotions and frustrations. 1-2-3 Magic allows you to:

1. Manage negative behaviours
2. Encourage positive behaviours
3. Build and maintain positive healthy relationships

1-2-3 Magic works hand in hand with Framework for Intervention, Nurture, Restorative Approaches and fits into our positive behaviour management approaches at Brecknock.

### **How does it work?**

1-2-3 Magic minimises teaching and learning time lost through 'disciplining' and allows children to make choices about their behaviour and to understand the consequences of both 'good' and 'bad' choices. 1-2-3 Magic allows a child time for thinking and two chances to modify or stop behaviour as requested.

*NB. The count is reset with each new adult or setting.*

Sanctions are short, preferably at the time, and most importantly meaningful to the child. Discipline applied in this way without negative emotions protects self-esteem, decreases the chance of escalation and provides a positive role model for the child as they see the adult dealing with conflict or potential conflict without anger or frustration.

## **Rewards**



Our reward systems encourage and acknowledge all children who follow the school's expectations for behaviour and those that achieve their personal best. Each class had a values bar displayed both above the charter and at a level for the children. When a child demonstrates one of the values from the bar they are rewarded by having the teacher explicitly praise the behaviour and refer to the value they have demonstrated and by receiving a values sticker at the end of the day. Staff also use the language of values throughout the day to praise behaviour.

The values bars are differentiated according to different key stages and the values are taught and explained to the children through lessons at the beginning of the year.

## **Star of the Week Assembly**

Every week class teachers nominate and celebrate the achievements of a member of their class. These may be academic, social or emotional. Other members of staff may also nominate individual children. These achievements are described in the assembly using the language of the values bars and each child receives a certificate from the head teacher which states the achievement.

## **Individual Class Reward Systems**

### **EYFS**

#### **The Rainbow (daily reset)**

Each class has a rainbow, sun, clouds and lightning strike. Everyday all children's names start on the sun and remain on the sun all day if they meet the expectations of good learning behaviour. The rainbow will be displayed alongside our values. During lessons, the teachers will continually use positive and encouraging language showing children with their tone of voice and body language when they are pleased with their behaviour. Positive re-enforcement is the key to building strong attachments with children in Early Years. Children's names can be moved up to the rainbow to draw attention to good learning behaviours, but this should only happen after the child has already received several positive comments and overt praise. Verbal public praise gives children instant feedback and recognition for their positive behaviour.

It is possible for children to take a step back down to a cloud in the first instance and even a lightning strike as a consequence for not responding to warnings to change behaviours which breaks one or more of our BRIGHT Values. However, moving up to the rainbow must be much more common than moving down. (See sanctions for more details)

In the case of a serious incident, a child's name can be moved straight to the clouds/lightning. In this instance, Phase Leader will be informed who will co-ordinate communications with parents. The child's parent will be informed on the same day that the child has presented with poor learning behaviour.

## **Year 1 – Year 6**

### **Class rewards**

Each class may use a collective reward system, ie the Class Dojo website or marbles in a jar. These positive rewards are **not** to be taken away as a consequence of poor behaviour or linked to sanctions in any way. They should be reflective only of positive learning behaviours and are linked to the Brecknock values.

### **Whole School Reward Initiatives**

#### **Star of the Week Assembly**

Every week class teachers nominate and celebrate the achievements of a member of their class. These may be academic, social or emotional. Other members of staff may also nominate individual children. These achievements are described in the assembly using the language of the values bars and each child receives a certificate from the head of school which states the achievement. These include:

- **Star of the week assemblies (weekly)**

Each teacher makes a star certificate and presents at weekly star at assembly, telling the community the reasons for awarding the star. The children come and receive their star in front of the assembly. Group photographs are published on the weekly newsletter.

*Assemblies: Thursday and Friday mornings*

- **MOT Certificates**

Each teacher fills in a MOT certificate for maths fluency in an area that demonstrates a significant step forward in maths capabilities. The children come and receive their star and the special pencil in front of the assembly.

- **Share the success**

Teachers are actively encouraged to send children who have produced good work or some aspect of showing the BRIGHT Values, to share their work/achievement with a member of the Senior Leadership Team. The child will be given a sticker and verbal praise.

### **Sanctions and Consequences**



The Behaviour Policy and Class Charters are established with the children and apply throughout the school. At Brecknock, we develop **relationship security** between children and adults and always support children to demonstrate positive attitudes to learning and to ensure other pupils do not have their rights infringed upon.

Any examples of poor behaviour will be judged in context and an appropriate restorative conversation will be held with the child. When children continue to not follow the rules they understand that there are consequences and they need to take responsibility for their actions.

Staff explicitly use the language of 'consequence' to identify to the child that their behaviour has reached a level where they need to see a member of the Senior Leadership Team.



Any serious breach of the charter, fighting, bullying (including prejudice based or discriminatory bullying), use of discriminatory or racist language, swearing or stealing will result in an instant *consequence* and time with a member of the Senior Leadership Team.

If children repeatedly receive *consequences*, they will speak to a member of the Senior Leadership Team/ Head of School and parents/carers will be asked to come in for a meeting. A record of consequences will be logged in order to track behaviour issues.

Children who persistently need to meet with a member of the Senior Leadership Team will be referred, with the permission of the parents/carers, to the SENCO who will work with them to help develop strategies for managing their behaviour.

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### *Internal, Fixed Term External and Permanent Exclusions*

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Incidents which warrant internal or external exclusion are at the discretion of the Head of School/ Executive Headteacher. We are committed to working with parents and carers to find solutions to behaviour difficulties and ensuring that early intervention is put into place to ensure the risk of permanent exclusion is minimised.

The Department for Education sets out statutory guidance on exclusions

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/630169/Exclusion\\_Guidance\\_consultation\\_response.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630169/Exclusion_Guidance_consultation_response.pdf) and outlines the process to which schools must have regard when issuing an exclusion, and the process by which parents can make representations against a decision to exclude. We will ensure that all exclusion decisions are lawful, reasonable and fair.

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### *Safeguarding*

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Ensuring children are safe is of paramount importance to us; we have specific Safeguarding and policies and adhere to regular updates in government guidance, *Keeping Children Safe in Education*. We ensure that we practise safe recruitment in checking the suitability of staff and volunteers to work with our children. We raise pupil awareness of child protection issues and equip pupils with the skills they need to keep them safe. We support vulnerable pupils and those in difficult circumstances and we have established a safe environment in which children can learn and thrive.

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### *Linked Policies*

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Equality policy and the Health and Safeguarding Policy



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### *Disseminating the policy*

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A copy of this policy is on the school website. It is included as an addendum to the

- Staff Protocols guidance
- Governor Handbook

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### *Key contacts*

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Governor with a lead on Relationships Education: Muhammed Naser

Governor with a lead on Safeguarding: Paul Smith

Designated Safeguarding Lead: Laura Lien

PSHE Lead: Laura Lien

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### *ADDITIONAL INFORMATION*

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#### **Pupils with SEND**

There are pupils for whom the rewards and sanctions might not be sufficient to support their individual needs. In these instances due to the nature of the underlying issues that are affecting the pupil, extra in class systems may be used by the teacher and those adults working with the pupil. If additional strategies are needed because of persistent behavioural issues the pupil must be on the schools SEND register for behaviour and all strategies used must be documented. In these cases an individual **behaviour support plan** will be developed for these children. It is important that all adults are aware of the reasons for the use of additional strategies and follow what has been set up in terms of the behaviour support plan. Individual behaviour protocols will be shared with all relevant staff.

