

## Summary of our behaviour policy

Date of summary : 1/10/22

Review Date : March 2024

Member of staff responsible : Mrs Moxham and all staff and Governors

### Aims of the policy:

This policy aims to raise awareness of what is expected from all pupils who attend Bretherton Endowed CE Primary School

### What should school be like?

- Children say that they want our school to be a fun place to learn
- Respect is important and everyone should be understanding of each other, always being kind and polite
- Children think school should be safe with no bullying, but if it does happen that adults will deal with it quickly
- School should be inclusive and everyone should be treated fairly
- Grown ups should be respectful to children and give good advice and support

### Why do we need this policy?

- It reminds everyone to follow the same rules so everyone is consistent
- If people don't follow our rules, lessons are interrupted and we cannot learn
- Rules keep us safe and allow us to learn
- We all know what is expected of everyone
- High expectations teach us how to become successful adults
- This policy highlights our pupil voice.

### At Bretherton Endowed is essential to :

Be Wise (Learn)	<ul style="list-style-type: none"> <li>• To be ready to learn in and out of class</li> <li>• To make wise choices</li> <li>• To avoid temptation</li> <li>• To understand ourselves and take into account the needs of others</li> <li>• To set goals and accept challenge</li> <li>• To be resilient and show and use a growth mindset</li> </ul>
Be Ready/Respectful ( Grow)	<ul style="list-style-type: none"> <li>• To wear our uniform with pride</li> <li>• To attend school every day and on time</li> <li>• To have the correct equipment</li> <li>• to listen and work hard</li> <li>• to help others</li> <li>• to treat everyone equally and celebrate differences</li> <li>• to build relationships and be a good friend</li> <li>• to show kindness to others</li> <li>• to be resilient and accept challenge</li> </ul>
Be Responsible (Achieve)	<ul style="list-style-type: none"> <li>• to all adults in school and children</li> <li>• to listen and follow instructions</li> <li>• to listen and focus when the teacher is talking</li> <li>• to speak politely to adults and other children, not just your friends</li> <li>• to use good manners</li> <li>• to our parents</li> <li>• to school resources and equipment</li> <li>• to God's world – living creatures and environments</li> </ul>
Be Our Best Self ( Flourish)	<ul style="list-style-type: none"> <li>• to promote equality and fairness</li> <li>• be a positive role model</li> <li>• to keep your hands and feet tou</li> </ul>

### Behaviour Record System

GREEN - All pupils' names are placed in the green zone 'Ready to Learn' at the beginning of the week.

School level	
1.	Verbal Praise
2.	Team points
3.	Lunch time rewards/stickers
4.	Head Teacher's Awards
5.	Achievement certificate
6.	Phone call home
7.	Star letter home

Upon any disruptive or low level behaviour, in class or unstructured times such as lunch time, children are given a reminder. If it continues it becomes a warning, move to orange as a focus to 'think'. If they resume good behaviour they proceed to green but if their poor choices continue, they may be moved to red and loose playtime.

Certain behaviour lead to red straight away, such as Intentionally hurting, inappropriate language, racist comments. Pupils' who show an excellent attitude to learning and go above and beyond what is expected of them, can move onto the golden band 'Great Choices'. If a pupil appears on this band three times or more a week, they will receive a head teachers award.

Every pupil starts on the 'Ready to Learn' band at the start of every week.

### School level support

Steps	Actions
1	Look for and acknowledge 'Over and above' behaviour.
2	Redirection- Gentle encouragement, a 'nudge' in the right direction, small act of kindness
3	The reminder- A reminder of the expectations for our behaviour aims delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.
4	The warning- A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing
5	The time-out- The learner is asked to speak to the teacher away from others ; Boundaries are reset ; Learner is asked to reflect on their next step
6	Restore - Reparation ( restorative conversations) meetings at Bretherton Endowed are a core part of repairing damage to trust between staff and learners. These are individualised but can include - What happened? - What were you thinking at the time? - How do you think this made people feel? - What should you do to put things right? How can we do things differently in future?
7	Partnership Stage – may include Report Card - Internal referral is where the learner will be referred internally to another room for the remainder of the lesson. All internal referrals will be recorded on CPOMS
8	Restorative Conference - A meeting with the teacher, learner and SLT member, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks

All behaviour below is logged on CPOMS for reviewing for patterns or causation.

Language deemed not to be in line with our values	Any language that is not in line with our values will be addressed by staff. Children's language needs to be kind and caring at all points. Any swearing/abusive language or any language deemed to cause offense, insult or come across as aggressive will <b>result in being put on 'Stop' and they will lose the next playtime. If this continues to a second occasion, then they will meet with a member of the senior leadership team and a letter or phone call home.</b>
Physical contact (hitting, kicking etc)	Staff (playground and in class) will make a judgement that if any physical contact is intended to cause hurt to someone else it <b>will result in them going on 'Red' and loss of playtime and additional time will be spent with a senior member of staff.</b> A phone call will also be made home to inform parents.
Racism, sexism, homophobia and any other derogatory comments	Any intentional racism/sexism/homophobia will be investigated by a member of SLT and if the child who has been racist/sexist/homophobic understood what they were saying and it was intentional, parents will be called in for a meeting and appropriate next steps decided as a group. Records are kept and sent to the LA.

### Clear expectations

Children will be taught and revisit our policy and expectations regularly:

In PHSE, Circle Time;

Collective Worship ;

Christian Values through our mission statement;

Learning opportunities through other lessons; modelling by staff and conversations at playtime/lunchtimes;

through the peer mediator scheme;

at any dynamic and appropriate moment

All adults in school, get to know our children and show interests in them ( their interests, family, hopes and dreams and fears and needs) through conversations which value and affirm the children through:

Encouragement and praise;

praise children to others and ensure that all conversations about children are positive, professional and polite;

talk in a positive way to parents about their children;

listen to children and be aware that ' behaviour is communication'.