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Policy for the Promotion of Good Behaviour

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Next Review	November 2024

Rationale

The Governing body, staff and pupils are committed to creating a caring, friendly and safe environment which encourages and reinforces good behaviour and the fostering of positive attitudes and Christian values. In our Christian environment it is important that an attitude of compassion, love and forgiveness is evident throughout the school. At Brompton-on-Swale CE Primary School learning about appropriate behaviour, including understanding right and wrong, is based on Christian teaching. Pupils and staff speak of conflict and disagreement being dealt with fairly and compassionately based on Christian principles of forgiveness and a fresh start. This policy sets out the expectations for behaviour at our school and the procedures we have created in order to help us implement these expectations. It also sets out the consequences for misdemeanours should they arise.

Christian Values

Our behaviour policy is centred on the Christian Values of Trust, Compassion, Justice, Koinonia (community) and Forgiveness which help us to promote a culture of mutual respect.

Love is a given.

Aims

- To promote a positive ethos and climate in the school.
- To create a consistent environment that encourages and reinforces good behaviour.
- To define acceptable standards and the principles of good behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.





Role of Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour that supports and promotes our Christian teachings, both in their dealings with the children and with each other, as their example has an important influence on the children.

As part of their induction, new members of staff will read the school behaviour policy. If they have any questions related to this, they will contact their line manager and/or a member of the Senior Leadership Team. Behaviour is regularly monitored throughout school and feedback is provided to staff with clear guidance on strategies to use should it need to improve.

We aim to:

- To create a positive climate with realistic expectations.
- To emphasise the importance of being valued as an individual within the group.
- To promote, through example, honesty, trust and courtesy.
- To provide a caring and effective learning environment.
- To encourage relationships based on kindness, respect and compassion.
- To ensure fair treatment for all, linked to the Christian Value of justice, regardless of age, gender, race, ability and disability.
- To show appreciation of the efforts and contribution of all.
- To be responsible for dealing with incidents in and around school. If in doubt staff can refer to the Senior Leadership Team, SENDCo and ultimately to the Executive Headteacher and/or Head of School.

Role of the Executive Headteacher and Head of School

It is the responsibility of the Executive Headteacher and Head of School to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher and Head of School to ensure the health, safety and welfare of all children in the school.

The Executive Headteacher and Head of School support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Executive Headteacher and Head of School keep records of all reported serious incidents of misbehaviour using CPOMS (our online behaviour management system). The Executive Headteacher has responsibility for authorising suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of poor behaviour, the Executive Headteacher may permanently exclude a child. The school follows the North Yorkshire Local Authority's guidance on exclusions. The school governors and Local Authority will be notified if exclusion occurs.

Role of Parents

The school works collaboratively with parents, so children receive consistent messages about behaviour at home and at school. We explain the school rules on the school website via this policy and we expect parents to read these and support them. We expect parents to support their child's learning and to co-operate with the school. We will build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.



It is vital that school and home work together in the best interests of the child. If parents/carers have any concerns, they should initially contact the class teacher. If the concern remains, they should contact the Head of School. If these discussions cannot resolve the problem, parents should speak to the Executive Headteacher. A formal grievance or appeal process can be implemented through the school's Governing Body for cases which can't be resolved after these stages have been exhausted.

Role of the Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Executive Headteacher and Head of School in carrying out these guidelines. The governors should follow the complaints procedure in cases of complaint.

The Curriculum and Learning

We strongly believe that an appropriately structured curriculum and effective learning behaviours contribute to happy children and good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and regular, supportive feedback all help to engage children and ensure they feel comfortable to ask for help and guidance.

Lessons should have clear objectives that are understood by the children. Those pupils in need of support are picked up in a timely manner to ensure they can be successful. Feedback and record keeping is used to update the children on their achievements and as a signal that their efforts are valued and that their progress matters.

Classroom management

Classroom organisation and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children are exceptionally important. Strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all encourage children to be respectful and kind.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to supporting learning behaviours. Materials and resources should be arranged to aid accessibility and reduce uncertainty. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall, the classroom should provide a welcoming and stimulating environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour. Situations should be handled sensitively, with care and in a way that is appropriate for the child/children involved.



Rules and Procedures

Praise for good behaviour and strong relationships is the key to creating a positive atmosphere where all children have the opportunity to succeed. Rules and procedures should be designed to make it clear how children can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum.
- be positively stated, telling the children what to do and why rather than what not to do.
- give clear choice and consequence options.
- have a clear rationale, made explicit to all.
- be consistently applied, modelled and enforced.

If school rules are broken, we need to know:

- what happened
- when
- how often
- in whose company
- in what circumstances.

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying (see our Anti-Bullying Policy [Brompton-on-Swale Church of England Primary School - Synergy Policies \(bromptonschool.net\)](http://bromptonschool.net)), deliberate injury or attempted injury, stealing and truancy.

Living The Vision – ‘Courage to Shine’

- Be the best version of ourselves
- Face our challenge
- Have an inquisitive mind

Recognition and rewards for learners who go ‘over and above’

We recognise and reward learners who go ‘over and above’. Our staff understand that, at Brompton-on-Swale Primary school, we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. A quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach. Pupils who demonstrate our vision are acknowledged in Celebration Assembly and recognised by the Executive Headteacher and Head of School. **To further recognise their achievements, a personal message is sent home (in the form of a Ping) to share their success with parents/carers.**

House/Merit System

All children are allocated a House on entry to the school. This helps us to promote the Christian Value of Koinonia (community). All children are encouraged to collect merit points. These are counted up at the end



of each week and the House with the most points win the cup for the following week (signified by a display in the hall and ribbons on the cup).

Merit points are awarded for any of the following:

- good work (relative to the child's ability)
- politeness and good manners
- contribution to the lesson
- kindness, compassion and helpfulness to others
- good attitude, effort and behaviour
- homework and being well organised

Under normal circumstances, children will only be awarded a single merit for an occurrence of one of the above criteria. However, under exceptional circumstances, teachers and teaching assistants are able to award 2 merits if a child has demonstrated behaviour which is 'above and beyond' or work that is way beyond what is usually expected.

Children can also be sanctioned by the use of a de-merit. De-merits are used for any of the following, where appropriate.

- Rudeness and/or disrespect
- Disobedience
- Bad language and swearing
- Lying
- Aggressive behaviour
- Spoiling of own, others' or school's property

Any House that does not collect any de-merits during a week, receives a bonus of 20 merits during the assembly on Friday. If a child receives 10 de-merits before achieving 50 merits (on the same sheet), their parents/guardians will be asked to attend a meeting to discuss their child's behaviour with the class teacher and a member of the school's Senior Leadership Team. This is considered a breach of the school's behaviour policy.

Class Reward System (Foundation Stage/Key Stage 1)

The younger children are encouraged to collect rewards for the class. These are collated and special awards are then given at specific times when deemed necessary. The class can earn rewards for:

- good behaviour
- good attitude
- good manners

Traffic Light System (Whole School)

Each class employs a traffic light system to encourage positive behaviour and give children the opportunity to reflect and make good decisions.



- At the beginning of each day, all children begin on 'green'.
- Any child displaying inappropriate behaviour will be given a gentle reminder of school expectations and that they now have an opportunity to make better choices.
- If behaviour continues the child is moved to 'amber', children are told to reflect on their behaviour and staff will remind them of a time they followed the school rules well.
- If inappropriate behaviour persists, they are moved to 'red'. This signifies that 5 minutes of play time has been lost. During this time children are asked to reflect and decide on what can be done to move back up to amber/green. Support and advice will be given to the child if needed.
- Follow up/restorative conversation

Children are able to move back up to amber but they must demonstrate positive behaviour in order to do so (and in turn, to green). A sunshine is placed on top of the traffic lights in each class. This signifies the 'top reward' on the traffic lights and allows all children who begin on green to get to the sunshine by displaying excellent behaviours, as follows:

- Listening carefully
- Demonstrating positive learning behaviours
- Working hard
- Trying their best

This strategy will be adapted for younger children or those with Special Educational Needs as appropriate.

Children can be moved on the traffic lights and reflection time given for:

- shouting out in class
- not listening
- low level disruption to lessons
- disturbing others' learning
- poor behaviour at breaktimes and lunchtimes

Time to discuss any issues with the children is a key step. This will take place as soon as possible and may be reinforced during PSHE lessons. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school in line with Christian Values.

Child on child abuse

As part of the school's PSHE and RSHE curriculum (Jigsaw), children are taught about healthy relationships, appropriate and inappropriate behaviours and what to do if they feel that another child is displaying inappropriate behaviour towards them. Any reports of child on child abuse are logged on CPOMS (our online behaviour management system) and dealt with by the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.



Sanctions

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences, thus promoting the Christian Value of justice. Where children are persistently displaying inappropriate behaviour an individual behaviour plan may be implemented to support the individual.

Regular rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour.

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid negative impact on them and others.
- There should be a clear distinction between minor and major offences.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor interventions and support. It is important that the sanction is not out of proportion to the situation.

Exclusions

Exclusions may occur following extreme incidents at the discretion of the Executive Headteacher. A fixed-term exclusion will be enforced under these conditions:

- Staff and pupils need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour If these conditions are not met, other options may include a period of in-school seclusion. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Permanent Exclusion or Managed Transfer Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Children with Special Educational Needs (SEN)



Some children exhibit particular behaviours based on special needs, early childhood experiences and family circumstances. As a school we recognise that this behaviour is their way of communicating their needs. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke support. It may be felt necessary to seek help from an Educational Psychologist and/or Behaviour Support Service and this may be called upon through discussion with the SENDCo (Special Educational Needs and Disabilities Co-ordinator).

All staff should be aware that for children with special educational needs and/or disabilities it might be necessary to adapt this policy to ensure that all children can benefit effectively from the rewards, guidance and strategies that are in place. This doesn't mean that we are being unfair – simply that we recognise that what works for one child, may not work for another. In these cases, class teachers would, where appropriate, explain the change of policy and rationale to the parents.

Monitoring

The Executive Headteacher and Head of School monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy. The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor incidents on the child's merit card. The Executive Headteacher and Head of School record serious incidents on CPOMS (our online behaviour management system). The Executive Headteacher and Head of School keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. A member of the school's governing body will monitor the accident book in order to keep a check on aggressive incidents in school.

Accountability

It is the responsibility of the Executive Headteacher, Head of School and the governing body to ensure that this school policy is administered fairly and consistently.

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

Key Points

1. DEFINITIONS

- Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to
- prevent pupils from hurting themselves or others, damaging property, or causing disorder
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm
- out of a classroom
- 'Restraint' means to hold back physically or to bring a pupil under control

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.



Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED?

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave
- Prevent a pupil who disrupts a school event, trip or visit
- Prevent a pupil leaving the classroom where this would risk their safety or disrupt others
- Prevent a pupil from attacking another child or adult or to stop an incident
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful

This policy was reviewed and updated November 2022.