

## **Brookvale Primary School**

### **Behaviour Policy**

Brookvale Primary school is committed to ensuring the behaviour of all of its pupils is exemplary. Our management of behaviour is centred around the promotion and development of values and positive reinforcement of good behaviour. This policy aims to provide a clear overview for all stakeholders.

Children are expected to follow the Brookvale School rules at all times. They are as follows:

- Be friendly, helpful and show respect
- Walk about the school in a safe and quiet way
- Be honest
- Try hard and always work to the best of your ability
- Take care of school property and of your own and other belongings
- If we are hurt by others, we will ask for help
- Listen to all members of staff and try to co-operate

Children are also expected to have good self-discipline and respect and we believe our approach to behaviour helps children to develop these key skills.

#### **Values**

We have consulted with stakeholders to identify a clear set of values that we will promote as part of our curriculum. They will serve as the corner stone of everything we do at Brookvale. The full list of values can be seen in appendix 1 of this document.

Assemblies throughout the week will have a focus on the identified value. Teachers will be discussing this value with the children and will reward children who demonstrate this value. Children will be able to indicate which value they have demonstrated on the class values tree. At the end of each week some of these will be transferred to the whole school values tree in the school entrance. The class and school tree value will change each half term.

#### **Positive Behaviour management**

At Brookvale we use the 'Marvellous Me' tool to celebrate the excellent behaviour our children demonstrate. Teachers will be looking for children who have demonstrated positive behaviours and if they feel it is warranted they will send notification via Marvellous me to parents. This is instant feedback to parents regarding behaviour. Parents can respond to this notification quickly. Teachers will identify the badge that most appropriately fits the behaviour. E.G. Kindness. All children to receive a 'badge' every day, where possible.

If the teacher selects a raffle ticket badge this will also mean the child receives an actual raffle ticket to put in the prize draw box. Winners will be drawn from this box on a regular basis during key stage assemblies. This will be used when children show exceptional behaviour.

Teacher will also notify parents using Marvellous Me if their child will be receiving a certificate in the following celebration assembly. Parents will be notified a week in advance (on a Friday). 2 children will be selected each week.

Teachers can also use 'Marvellous Me' to give parents instant feedback about 'activities' that their child has done well in that day.

For more information regarding Marvellous Me please see the brief overview in Appendix 2 of this document.

House points will be awarded by teachers and teaching assistants for good work (this could be content, effort or presentation related). These are given in the form of coloured counters that are collected each week by Y6 monitors and deposited into the large collecting tubes in the main entrance.

- Weekly: presentation of house point cup to winning team in assembly
- Half termly: the team with the most house points will get a reward (e.g. extra golden time)
- End of the year: the overall winning team will be rewarded with a prize (to be decided before the end of each year)

## **EYFS**

EYFS follow the same policy but have some minor amendments. During transition and carpet time the children receive ticks next to their name for making right choices. If the children receive 2 ticks either before or after lunch they receive a marvellous me badge.

## **Negative Behaviour Management**

Before any negative behaviour is recorded officially teachers will warn children in order to allow children to correct any negative behaviour (2 verbal warnings and then a grey card). In the vast majority of cases this will be sufficient.

If a child demonstrates a negative behaviour that needs to be recorded it will be recorded daily using SPTO. (School Pupil Tracker On line). Teachers will make a note of the behaviour and appropriate sanction during lessons and update SPTO as soon as is practically possible. Negative behaviour will be classified into degrees of seriousness.

- Grey- These will be low level behaviours E.G. not listening, repeatedly being off task, etc. Teachers will write the name of the child receiving a grey card onto a physical card. These are kept by the teacher for the day.
  - Within one day (reset each day):
    - 1 grey card = 5 mins time out in class
    - 2 grey cards = 10 mins time out with phase leader
    - 3 grey cards = intervention from pastoral manager and a letter home
- Yellow- These are repeated low level behaviours (3 grey cards within a day and/or an accumulation of 5 grey cards across a half term) as well as more serious behaviours E.G. refusing to follow adult instruction, verbal altercation with other children, rudeness to adults, etc. If a child receives a yellow card, parents will be informed via phone or face to face. Children who receive a yellow notification will be sent to discuss their behaviour with the phase leader.
- Red- this is for more serious behaviours that may or may not lead to temporary or permanent exclusion. Behaviour included in this category are physical abuse, racism or other forms of verbal abuse such as gender or abuse based on sexuality and vandalism of others or school property. It is up to the discretion of the Senior Leaders to decide whether behaviour deserve a period of exclusion. Each case will be looked at individually and will take into account any previous behaviour and the nature of the specific incident.

- An accumulation of yellow cards may result in a red card depending on the nature of the reasons for the yellow cards.

Any child receiving a red notification will receive a letter from a member of the senior leadership team as this behaviour is of a serious nature, as well as senior leaders meeting with parents.

Records of poor behaviour will be monitored by leaders to identify any patterns. If a child is repeatedly receiving negative behaviour marks of any kind, parents will be invited into school to discuss this. It is important to us at Brookvale that we work closely with parents to both celebrate positive behaviours but also to deal with negative behaviour. This may well trigger a Mentoring Program via the Pastoral Team, which will tailor the strategy to the child in order to remove their barrier to learning and improve the child's behaviour.

Any incidents that may occur at lunchtime will be fed back to teachers at the end of lunchtime and teachers will deal with this according to policy.

### **Bullying**

Bullying is not accepted in any way at Brookvale.

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Incidents of bullying will be reported and dealt with effectively following our anti bullying policy.

The law allows that we can punish poor behaviour that takes place outside of the school grounds providing that it falls under the following guidelines.

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

Teachers may discipline pupils for:

Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Confiscation of pupil items and searching**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Any item that has been confiscated will be kept by the teacher in a safe place before it is returned to the pupil or is reported to outside agencies should this be appropriate.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Our behaviour policy will be posted on the school website and is also available upon requests in writing to the school office. The behaviour policy will be reviewed annually to ensure it fulfils legal requirements and reflects changes to legislation. The behaviour policy sets out some clear guidelines for staff, children and families. However, our approach to behaviour management will also be guided by government legislation not referenced in this document.

Appendix 1

School Values

|  |  |  |
|--|--|--|
| <b>Respect</b>   | <b>Self Belief</b>   | <b>Honesty</b>   |
| Kindness<br>Acceptance<br>Empathy<br>Equality<br>Caring<br>Humility                                  | Perseverance<br>Pride<br>Passion<br>Positivity<br>Enthusiasm<br>Determination<br>Resilience<br>Courage | Trustworthy<br>Responsibility<br>Integrity<br>Politeness<br>Fairness<br>reliability        |
| <b>Reflectiveness</b>  | <b>Teamwork</b>  | <b>Individuality</b>   |
| Forgiveness<br>Thoughtfulness<br>Mindfulness<br>Self awareness<br>Self discipline<br>Sense of wonder | Collaboration<br>Communication<br>Sharing<br>Democracy<br>Efficiency<br>Leadership                     | Standing out (boldness)<br>Amazingness<br>Creativity<br>Curiosity<br>Humour<br>Spontaneity |

## **Appendix 2**



# Everyone is a Superhero

helps teachers and parents to improve children's learning and character development.



## Teachers

Use MarvellousMe to consolidate learning, encourage and praise children and engage parents with wonderful news. It's super-fast, fun to use in class and works on tablets, desktops and interactive whiteboards.



- Post activities
- Award badges



- Message parents
- Get insight

What did you learn at school today?

Were you good?

Have you got any messages?

## Parents

Use MarvellousMe to supercharge family conversations about school and help your child do better. It's exciting, light-touch and free.



- Experience your child's school day
- Support your child's learning and development
- Celebrate your child's success
- Keep up-to-date



## Whole School Parental Engagement

The School Pack is the best way for your whole school to use MarvellousMe, in a fair, continuous and measurable way. It's the premium solution for leaders who are passionate about engaging every parent and driving a positive school culture.



- Simple whole school set up. Zero teacher admin
- Create custom groups and share classes
- Empower senior leaders
- Be consistent. Keep it going. See the impact

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