

Braddan School Behaviour Management Policy and Procedures

Show Respect - Learn Together - Try Your Best

This policy should be read in conjunction with the following policies - Safeguarding; Anti-Bullying; Equal Opportunities and Health and Safety.

At Braddan School, we believe that setting high standards for behaviour is an integral part of having a positive attitude to learning and raising achievement. Our behaviour policy is based on the principal that individuals are in control of their actions and can choose to act and respond in positive and responsible ways. We believe that all adults and children in school have;

- The right to feel safe;
- The right to learn;
- The right to be treated with fairness and respect

At Braddan School we aim to;

- Maintain and celebrate a positive, supportive and inclusive school environment, with children given recognition for high standards of behaviour.
- Work in partnership with parents, celebrating success and providing feedback on children's choices. We can then take a joint approach to resolving any issues.
- Allow children the opportunity to make a 'fresh start' if unacceptable behaviour has to be dealt with, and not judge children on previous behaviour.
- Listen to all points of view before making any judgement concerning unacceptable behaviour.
- Encourage intrinsic motivation, a sense of pride and belonging to our school family.

Our School Rules

The rules we have in Braddan School are based on three basic rights we believe in and our school values. Rules and values are displayed in classrooms and around school, and are regularly discussed and reinforced with the children.

Our School Values are, **Show Respect, Try your Best, Learn Together.**

- ✓ **Everyone in school has the right to feel safe.**

We promote relationship skills that enable children to discuss and resolve issues. Retaliation is not acceptable as a reason for a physical response.

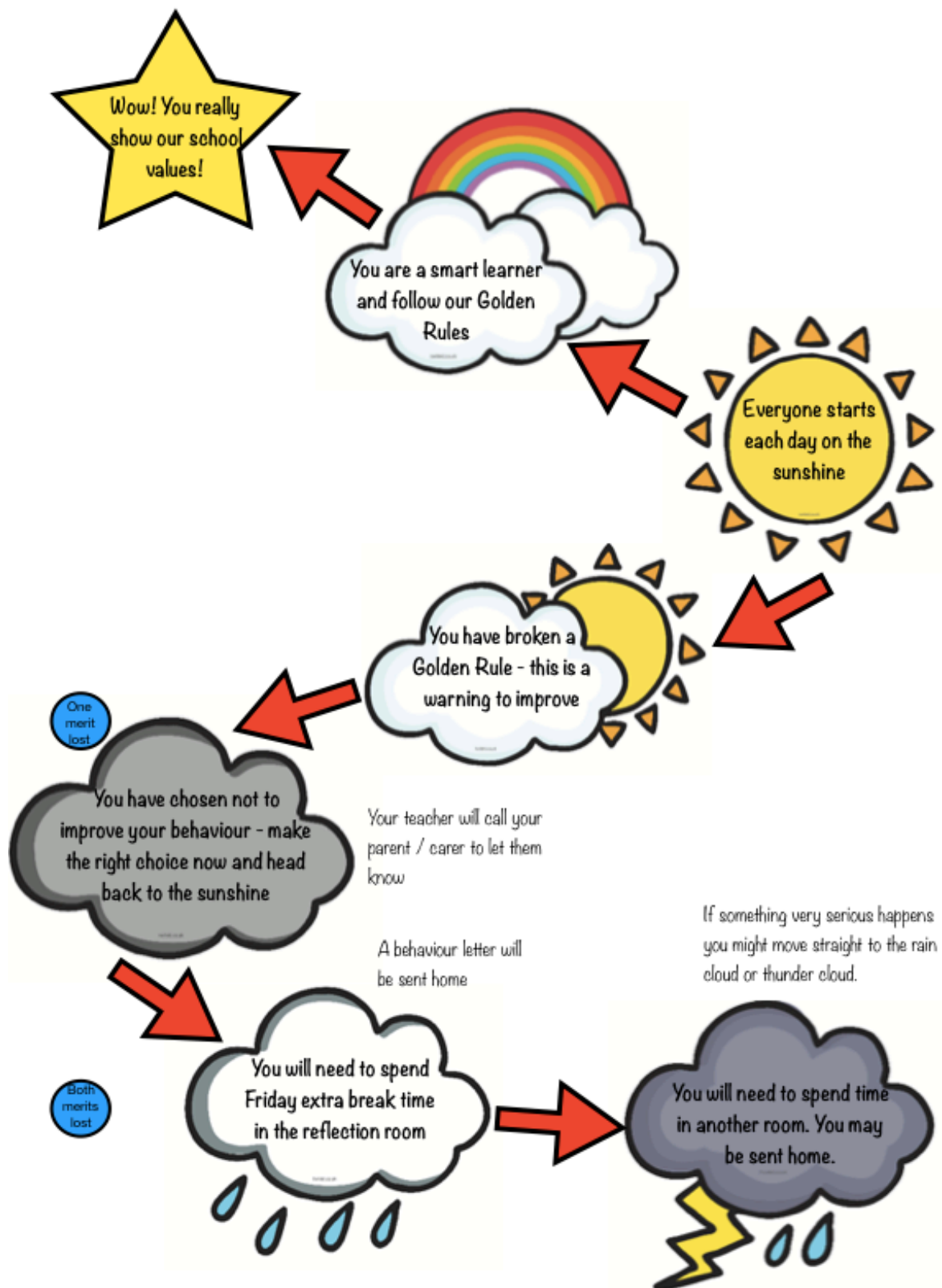
- ✓ **Everyone in school has the right to learn.**

Children learn to work in a focussed environment, manage distractions, and respect the learning of others. Teachers have the right to teach, and for this reason, continual disturbances are not acceptable.

- ✓ **Everyone in school has the right to be treated with fairness and respect.**

We expect children to show respect to adults and vice versa. We also expect children to show respect to each other, as we would adults to other adults. We ask that adults and children listen to other people's point of view with respect.

Our Behaviour Chart is simple, and used right across the school.



Our 'Golden Rules' are used across the school.

Do be kind and helpful - Don't hurt people's feelings
Do be gentle - Don't hurt anyone
Do listen - Don't interrupt
Do work hard - Don't waste your or other people's time
Do be honest - Don't cover up the truth
Do look after property - Don't waste or damage things

How do we reinforce good behaviour?

Positive verbal feedback is the most common way of giving children feedback for good effort or behaviour. A number of incentives are used and all pupils work towards Bronze, Silver and Gold behaviour awards each term.

Reinforcing Positive Behaviour

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| Giving children verbal praise regularly for following our golden rules and showing our values |
| Use of the 'Sunshine and Clouds' system |
| Awarding of weekly 'merit points' for pupils to work towards termly Bronze, Silver or Gold Awards |
| Nomination for Star of the Week - photographs of recipients will be displayed on the website |
| Half-termly FAB Awards |

Other reward systems are also used, eg use of raffle tickets; best manners of the week in the dining hall; etc and these will vary in specific nature from time to time.

We try and ensure a balance between rewards for individuals, and for group / whole class efforts, so that pupils can learn the importance of team work and co-operation.

Braddan School Merit Award System

Each term, pupils will be able to work towards a Bronze, Silver and Gold award. The start of each term will be a fresh start for all pupils to start from in aiming towards these certificates.

Each pupil starts the week with 2 merits, and if there are no significant incidents of poor behaviour then the child will still have their 2 merits at the end of the week.

The class teacher, in discussion with the child will be able to use their professional judgement as to whether an incident requires the loss of either one or both merits for that week.

If a pupil is absent on holiday, no merits will be awarded for that week. If a pupil is absent due to illness, the merits for that week can still be awarded.

Where pupils identified with specific social, emotional or behavioural difficulties are concerned, the class teacher will be able to use their professional judgement and discretion with regard to merits.

How do we respond to unacceptable behaviour?

Children will always be spoken to about their actions, and given opportunity to reflect upon these and change their behaviour. For the vast majority of children in school, this quiet reminder is enough to resolve the issue. Few children's behaviour is perfect 100% of the time, and these incidents can be addressed quickly. We teach children that they learn from mistakes.

Through explicit teaching of desired behaviours we ensure all children are informed of what these look like and we encourage them to reflect on their own choices and take responsibility for their actions.

Where deemed necessary a record is kept of incidents.

Low level unacceptable behaviour - pupil moves down on the 'sunshine and clouds' chart. A sustained improvement can result in the name being moved back up before the end of the lesson.

If a child has 3 letters or more behaviour letters sent home in a half term they will miss the next class or whole school treat, eg a trip or disco.

If a child displays behaviours that involve physical or verbal abuse, bullying, stealing, class disruption, non-compliance - and no improvement is seen despite talking with the child, then contact will be made with the parent / carer by the class teacher. Depending on the severity / nature of the incident, the child may be sent home for disciplinary reasons for the remainder of the school day.

If an incident is judged to be severe, the Head will carry out an immediate fixed term suspension. The period of initial suspension can vary from one to three days. If on return to school there is no significant improvement in behaviour, a longer period of suspension of up to ten days can be applied. Should further suspension be required, approval from the School Governors and the Department for Education (DESC) is required.

Severe incidents may include, but are not limited to

- Deliberate, serious violence towards another child or adult
- Swearing at an adult
- Racism (and abuse linked to sexual orientation, disability, religion or any of the protected characteristics as outlined in the Equality Act 2017)
- A deliberate act of destruction towards school property
- Behaviour which directly causes a danger to their own or another child's health and safety

Fixed term suspensions may also be used for the lunch time period, if the unacceptable behaviour occurs at this time of day.

Following any suspension, a meeting with the child, parent / carer and Headteacher will be arranged, in order to state clear expectations for behaviour of the child upon their return.

Acceptable Outdoor Play

Pupils learn many social skills such as tolerance and negotiation through their play, including physical play. However, at Braddan we say 'No Way to Rough Play!' Staff use their professional judgement as to whether physical play becomes rough, and pupils are informed when certain games in the playground are not appropriate. Pupils must respond to adult direction to stop certain types of play when deemed necessary. If a child plays 'too roughly' with others, parents will be informed and appropriate action taken.

How are children included?

Children at school are made aware of this policy in a way that they are able to understand. We ensure that all children are aware of the reward systems and sanctions that are in use. Discussions as part of class time, PSHE lessons (personal, social and health education), assemblies and school council meetings are used to teach children about what 'good behaviour' would look like.

How are parents included?

At Braddan School we have an 'open door' policy, and we encourage parents to come in and discuss any aspect of their child's behaviour. Parents will be involved early on if there are difficulties in school, and we expect parents to work and support the school with the school in a positive way to resolve any difficulties. Teachers may also choose to share and celebrate children's successes with parents in a variety of ways.

If any parent feels that we are not dealing with an issue in a fair way, having spoken in the first instance to the class teacher, and then the Head, then the Department for Education and Children's

Complaints Procedure will be followed (*copies available from the office or online*).

We ask parents to set a positive example for their children. By supporting our school policies and procedures and encouraging positive discussions about behaviour, we can establish a positive behaviour culture at Braddan School.

Use of Restraint

The school follows the Department of Education policy on 'The Use of Force to Control or Restrain Pupils.' This clearly states that physical intervention by staff should only be used in certain specific circumstances.

This is contained in Appendix 1 is available on request .

Louise Oates

Headteacher

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