

BRINKLEY GROVE PRIMARY SCHOOL

Positive Behaviour Policy

June 2016

Author: Headteacher

Biennial



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Vision: For all our children to succeed to the very best of their ability and to feel cared for, valued and trusted with responsibility. This is brought about by working together to make Brinkley Grove a stimulating, challenging and effective school where the children's interests always come first.

Aim

At Brinkley Grove Primary School, we encourage children to follow the golden rules in the school by promoting a spirit of co-operation which leads to self-confidence, self-respect and self-discipline.

Children are encouraged to work to the best of their ability, take pride in their work and to reach for excellence. Children are expected to show tolerance and respect for others and be polite and helpful so that they can be patient, caring and selfless as they approach adulthood.

Everyone should be able to benefit from what the school has to offer by being free from any form of discrimination or oppression. We are all different but equal. Any discrimination in the school will be dealt with quickly and efficiently in line with our Equal Opportunities policy.

Brinkley's School Rules

1. Treat others how you would like to be treated.
2. Take your turn to speak and listen carefully to everyone.
3. Be well mannered and treat everyone with respect.
4. Respect our school and the things in it.
5. Be honest and polite to everyone.

Rewards for Good Behaviour - general approach

At Brinkley, we take a positive view of behaviour and recognise the importance of good behaviour.

We use a range of rewards within the school from Year 1 to Year 6:

- 'Class Dojo' points for positive behaviours
- Non-verbal rewards and verbal praise
- Certificates for exemplary work
- Individual rewards for Dojo points earned, e.g ipad time
- Stickers
- Star of the week

Whole classes can also be given rewards:

- An extra playtime outside
- A choosing time- Golden Time (1500 whole class dojo points needed)
- A fun activity, e.g heads down, thumbs up

We believe that good behaviour is not only noted but is praised and shared:

- Teacher might speak to parents directly
- Teacher might write a note or send a postcard home to parents
- Headteacher might send a letter home
- Child with the highest Dojo points receives praise in our end of term assembly and is put in a 'high five' raffle to win a book token.

What is Class Dojo?

Class Dojo is an online behaviour management tool for the classroom (www.classdojo.com). Each student has a record of what points they receive (and what they were awarded for), complete with their own avatar- to which teachers can assign positive points or dojos throughout the day. These are recorded electronically and positive points are celebrated publicly. 'Needs work' points are noted electronically but children do not lose any points for this.

The system encourages parental involvement as parents may download a version of the system to a smart phone which allows them to view their child's points in 'real time'. A summary email is also sent out weekly to inform child of the points awarded and when they 'need work'.

Class Rewards

Each teacher can set their own rewards for children in their class receiving points. Every week, dojo points will be reset, allowing children to have a 'fresh start' once the week is over. Points will be monitored on a Friday afternoon and children can receive the class reward if they have received enough points, e.g. 15 points- 15 minutes free ipad time; 30 points-10 minutes extra playtime.

All teachers, from Year 1 to Year 6, will encourage positive behaviour through Class Dojo. The desired behaviours will be consistent across the school:

- Being kind
- Using classroom voices
- Ready to learn
- Following instructions
- Good manners
- Listening
- On task
- Playing sensibly
- Respecting property

Consequences of Undesired Behaviour

Brinkley Grove takes a positive approach to behaviour management. When a child shows undesirable behaviour or breaks the school rules, then the consequence of their actions will be explained. We will make sure the child understands the reason he/she is in trouble, why the behaviour was unacceptable and its effects on others in the school. Strategies to avoid the behaviour repeating itself will also be explored. It is important that the discussion is immediate. It is important that the child knows it is the behaviour that is unacceptable, not the child themselves. Pupils need to be aware that negative consequences are a natural outcome of misbehaviour. Misbehaviour can take two forms: non-disruptive and disruptive.

Non-disruptive behaviour is not as easy to recognise or respond to. The pupil is not disturbing others but is not paying attention or following instructions either. It should not be ignored but neither should it have an immediate consequence. The child should be redirected first. We take a stepped approach to this:

- Non-verbal warning
- Physical proximity
- Moving seats
- Mention the pupil's name in an instruction or in the course of your teaching
- Praise someone close to the pupil for doing the right thing
- Mark electronically on Class Dojo

Disruptive behaviour means that a pupil is preventing staff from carrying out their duties or preventing other pupils from learning in a safe and relaxing atmosphere. It is obtrusive and hence, easy to recognise. This will result in an immediate consequence:

- Non-verbal warning
- Verbal warning
- Marked on Clasdojo
- Sent to a partner's class
- Loss of break/part of lunch
- Sent to Headteacher
- Senior Teacher to phone home

Pupils may be sent straight to headteacher / senior teacher if a school, class or playground rule is deliberately or persistently broken, resulting in another child getting hurt or persistent and deliberate disruption/defiance, etc.

Every room has a red card available that can be used to alert a member of the SLT that they are in a situation they need support with. As soon as this card is seen, a member of the SLT will go to the aid of the person who sent the card down to the office.

Once a child has been spoken to by a senior teacher, that teacher will phone the parent to explain the concern.

If the situation still doesn't improve, a letter will be sent home informing parents of the unacceptable behaviour as a repeat of the behaviour may lead to a fixed term exclusion.

Repeat of unacceptable behaviour may lead to a pupil-planning meeting, where the behaviour will be further assessed and strategies put in place.

If the behaviour persists, the school may consider permanent exclusion. A letter will be sent to parents, informing them of the details of the exclusion and a meeting will be arranged.

It is expected that most disruptive behaviour will not proceed to permanent exclusion. We always work with children and their families to encourage good behaviour and this means that we rarely have to use fixed term exclusions. Occasionally, as the DFE acknowledges, there may be circumstances where, for a serious offence (including violence), it is not appropriate to follow the 'prior alternative strategy'. In these cases, the school will immediately exclude the pupil from the school(following guidelines).

Working with Parents

The school takes the home/school agreements very seriously and tries very hard to ensure that families feel comfortable to come into school and to work with us to ensure children are happy. Occasionally, it can be that their child is behaving in a way that is stopping others from feeling safe and happy and we would seek to work with families to discuss ways forward.

We seek to keep parents informed through Clasdojo and through our rewards' system and to highlight problems if they recur, normally through a phone call or meeting.

We always work from the approach that it is the child's behaviour that is not acceptable, not the child, and work hard to ensure that parents have a realistic picture of their child's strengths and development needs in terms of attitudes and behaviour, as well as academic matters.

If a parent is finding behaviour management difficult at home, we welcome them in to discuss this with a member of staff so that some strategies can be discussed and there is a consistency between home and school. Teachers can be messaged through Clasdojo but parents need to ensure that they are being polite and respectful. This will only be available during the school day, 8am-4pm. If a serious matter needs to be discussed, a meeting should be arranged through the office.

We encourage parents to help their child to deal with school by making sure that they have enough sleep, have breakfast every day, bring water to school to drink

and encourage healthy eating. Children, who are over-tired, thirsty or who have eaten a lot of 'junk' food, find it harder to cope.