

Brockswood School

Behaviour Policy

Date: March 2018

Review Date: March 2020



Positive Behaviour Policy

Teachers have a right to teach and children have a right to learn

Introduction

Every member of the school community has the right to be treated fairly; everyone has the responsibility to promote the positive values of the school. At Brockswood Primary School each individual has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by appropriate consequences within a secure and positive environment.

Governor Behaviour Principles

The Governors at Brockswood School have the highest expectations of behaviour. These expectations are shared by all members of the school community and we are all extremely proud of our school. They are underpinned by three key principles:

1. All members of the Brockswood family have the right to be safe and feel safe at all times.
2. We welcome the ideas of everybody. We are tolerant and listen, showing respect for different points of view.
3. We believe in actively teaching our pupils to learn self-discipline and accountability for their own behaviour, following our school's values and the Rule of Law.

Aims

- To promote an environment where we teach our pupils to regulate their behaviour in a positive way;
- To create a calm and ordered learning environment;
- To encourage consideration for others in the community by promoting respect, relationships and responsibility;
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour;
- To promote integrity and strength of character;
- To build a partnership with parents/carers so that they are able to support the school in promoting our values

See PSHE policy for further information.

Our Values

Our core values are: **Responsibility, Respect and Relationship.**

- To take responsibility for one's own actions and the effect these have on others.
- To show respect for oneself, for others and for the school environment.
- To develop positive relationships within school and the wider community.

Behaviour Consequences

We teach children that all behaviour has consequences, which will be relevant to the specific behaviour displayed.

<p>Pro-Social Behaviour: a social behaviour that benefits other people or society as a whole such as helping, sharing, donating, co-operating, and volunteering; pro-social behaviour is characterized by a concern for the rights, feelings and welfare of other people</p>	<p>Anti-Social Behaviour: actions that harm or lack consideration for the well-being of others; acting in a manner that has caused or is likely to cause harassment, alarm or distress to one or more persons</p>	
<p>Behaviour which fosters our values will be acknowledged by all staff with positive consequences. Through these consequences, we aim to develop internal discipline, which leads to self-regulation. Children learn to manage their own behaviour rather than rely on external controls.</p>	<p>Protective Consequences Removal of a freedom to manage harm</p>	<p>Educational Consequences: The learning, rehearsing or teaching so the freedom can be returned</p>

Some children, including those with SEN who have specific needs relating to behaviour, may find it difficult to foster our values. Individual strategies will therefore need to be implemented to support them. Parents may be involved in supporting the school in managing their child's behaviour issues. It may also be appropriate for external agencies to be involved with the child or a Pastoral Support Programme may be in place if the child is at risk of exclusion.

If a child displays anti-social behaviour which endangers any member of the school community this may lead to a fixed term/permanent exclusion.

See also DFE document: Exclusion from maintained schools, academies and pupil referral units: statutory guidance for those with legal responsibilities in relation to exclusion

Bullying and harassment

We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully.

For further information see the Anti-bullying Policy

Behaviour within the community

Any anti-social behaviour and bullying by our pupils which occurs off the school premises and which is witnessed by a staff member or reported to the school will be dealt with by a member of the SLT. We will engage with and support local law enforcement when required.

Procedures for review and evaluation

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/carers
- School council feedback
- Involvement of pupils in environment walks and interviews
- Parent/carer focus group feedback
- Statistical data of pupils or groups
- Classroom observation