

Behaviour – appendix

Bracken Lane Primary Academy

September 2024

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Aims

Bracken Lane Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Children learn effectively when they are settled, secure and happy. Establishing a holistic, consistent and shared approach towards behaviour is essential to create an inclusive community with a positive emphasis, where every child feels supported and encouraged. We believe that respect, self-regulation and strong moral values are the key principles underpinning a whole school policy promoting positive behaviour. Our behaviour policy appendix guides staff to promote positive choices.

This appendix should be read in conjunction with the [Trust Behaviour Policy](#).

Our main aims are:

- To create a culture of good behaviour: for learning, for community, for life.
- To ensure that all children are treated fairly, are shown respect and to promote good relationships.
- To help our children take control over their behaviour and be responsible for the consequences of it.
- To ensure that our children are taught moral values and attitudes that strengthen their respect for themselves and others.
- To provide our children and staff with an environment that is conducive to learning
- To promote respect and celebrate individual differences.
- To foster a safe and stimulating learning environment for all members of the school community.
- To establish a clear approach to managing inappropriate behaviour.
- To encourage the active and early involvement of parents in developing positive behaviour, both in school and at home.

The purpose of our policy appendix is to provide simple, practical procedures for staff and children that:

- Recognise the behavioural norms
- Positively reinforce the behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interactions and interventions

2 Our Principles and Ethos

All members of Bracken Lane (children and staff) work together to promote the 'Bracken Lane Behaviours'. All members of the school community have a role and responsibility in promoting and modelling these qualities, which are part of our whole school ethos.

We forge positive relationships with all children, including those who demonstrate challenging behaviour, so that they feel valued and part of the class/school.

- Class teachers are primarily responsible for managing pupil behaviour effectively in line with the requirements of the Teacher Standards and support pupils in line with the Bassetlaw Behaviour Pathway.
- We recognise that challenging behaviour is an indication of an unmet need and changes in behaviour can be a result of home circumstances or safeguarding issues. We therefore speak with parents at a very early stage where there are concerns and seek support where necessary in line with the Safeguarding Policy.
- We recognise the importance of early intervention and aim to identify where pupils are struggling or unsettled before situations escalate.
- We aim to support children in their social learning as with other aspects. Children will be at different starting points and may need to be taught social skills. We therefore plan opportunities such as weekly PSHE and Circle Time where these skills are taught. We always model and encourage good social skills.
- Negative behaviours can be an indication of low self-esteem. We use strategies which focus on the positive and address the behaviour not the child in a 'not in front of the class' approach.

Often children who struggle with behaviour feel isolated emotionally. We therefore aim to use strategies, which include the child and enable them to participate within the class / school.

We include the positives when talking with parents and children and any action plans have a strong positive reinforcement.

- We recognise that change can lead to insecurity in children and result in negative behaviour. We therefore display timetables to ensure particular children are well prepared.
- Entitlement to the curriculum is statutory and we therefore do not use withdrawal from lessons or school activities as a sanction, unless it is considered unsafe and built into a behaviour support plan.

- We establish the cause of behaviour issues by investigating fully and ensure that children understand the reasons for any consequence. Children are encouraged to reflect on their behaviour choices and on the impact that their behaviour has on others.

3 Key Principles

How will staff behave?

1. Staff will adopt a calm, consistent and fair approach to managing behaviour.
2. Staff will remove any personal emotion from the situation.
3. Staff will invest in getting to know our children to build positive relationships.
4. Staff will give first attention to best conduct.
5. Staff will meet and greet our children with a smile.
6. Staff will recognise children who are following 'The Bracken Lane Behaviours' in their conduct and learning.

4 Routines

Staff will be committed to reinforce:

1. Use of manners – we expect all our children and staff to use please and thank you, to greet each other around school and to not interrupt conversations.
2. Moving calmly around school
3. Entering and leaving classrooms, hall etc. in a calm and orderly manner

5 Recognition and rewards for effort:

We recognise and reward learners who display the 'Bracken Lane Behaviours' and go above and beyond our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. 'It is not what you give but the way that you give it that counts.' The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are hardest to reach.

At classroom level:

1. Good News texts to families
2. Class reward – points collect towards a class treat
3. Celebration Assembly Award

4. Verbal praise to children and parents
5. Individual class 'Dojo' for academic and behaviour recognition

At school level:

1. Praise
2. Principal Award Sticker
3. 'You are amazing' postcard as appropriate
4. Dustpan and brush – tidy classroom

At lunchtime:

1. Praise
2. Stickers
3. The Bracken Lane Behaviours (Good news text home, stickers)
4. The Wooden Spoon Award' (awarded to the class in KS1, in the Friday Celebration assembly for demonstrating the best table manners that week)

Annual Awards

1. Children nominated from each class to receive an 'Bracken Lane Behaviours' Award (one for each behaviour – Year N to Year 5) and The Bracken Lane Award (all-rounder - Year 6 only) Nominees receive a star pin badge and certificate. Winners receive the award (to be returned) and a framed photograph)
2. Children can be nominated for a Creative Arts Award (any year group)
3. Children can be nominated for the Sports Award (any year group)

Community Award

1. Displaying 'Bracken Lane Behaviours' within the community is rewarded with a silver horseshoe pin badge

6 Social and emotional support and well-being

At Bracken Lane we recognise that emotional resilience is at the heart of positive behaviour, therefore, we provide a variety of approaches to support children as and when they require it.

One of these approaches is the Take 5 Initiative. The Take 5 at school project involves grounding and breathing exercises with the aim to develop a greater sense of personal wellbeing. It enables

children to manage stress and navigate challenging situations more effectively and increases their ability to focus and concentrate. Take 5 takes place daily in all classes after first playtime and lunch as well as at other times throughout the day if necessary.

7 Responsibilities

All staff

1. Meet and greet at the door.
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all children.
4. Are calm and give the child time to process what you are asking of them, when going through the steps.
5. Follow up every time, retain ownership and engage in restorative conversations with children.
6. Will never ignore or walk past children who are behaving badly.

8 Senior Leaders

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

1. Take time to welcome children at the start of the day
2. Be a visible presence around school
3. Regularly share good practice
4. Support staff in managing children with more complex or entrenched negative behaviours
5. Use behaviour data to target and assess school wide behaviour policy and practice
6. Regularly review provision for children who fall beyond the range of written policies

9 Managing behaviour: Classroom/teaching space

At Bracken Lane all staff follow the 'Bracken Lane Behaviours – Reflections'

Where there are several incidents of concern during a one-week period or short period of time, teachers will discuss this with parents or carers.

Parents may be asked to contribute towards any equipment that has been misused, damaged or broken by a child.

It is important that children are clear about the undesirable behaviour, its impact on others and how they can change this. If felt necessary by members of staff, children may be asked to take playtimes inside, in order to support and encourage them to have successful and happy playtimes. This would only be used as a temporary measure.

Any racist, homophobic or discriminatory comments must be recorded on SIMs and brought to the Principal's attention.

10 Managing behaviours: Lunchtimes

All Midday Supervisors follow the guidance in this policy.

They will:

1. Reinforce positive behaviour with praise.
2. Recognise effort and positive behaviour by praising frequently both in the hall and outside
3. Support positive play
4. Monitor well so that any arising issues can be identified
5. Intervene early
6. Listen to children to establish the situation
7. Ensure children understand what is wrong and what the desired behaviour should be
8. Allocate time out where appropriate
9. Report issues at the end of lunch and let the class teachers know of any issues and 'Reflections'.
10. Follow Behaviour Support Plans where appropriate
11. Seek support from senior staff where necessary
12. Seek support where a high-level situation arises

11 Pupil Voice

Our children, are regularly, consulted regarding behaviour and their views on the policy in school.

12 Concerning behaviour

Where there is concern regarding behaviour or a change in behaviour, teachers follow the Graduated Response to Behaviour agreed by the Bassetlaw Behaviour Partnership. Negative behaviours and conversations with parents are logged on the MIS (SIMs) or on My Concern if linked to wider safeguarding / well-being concerns.

Safe Holding and Physical Restraint:

We follow the guidance in the DfE document, Use of reasonable force in schools.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All staff aim to intervene at an early stage to prevent issues from arising or escalating.

Designated support staff are trained in CRB (Coping with Risky Behaviours) and are therefore skilled in the diffusion of a situation in order to avoid the use of handling.

The use of physical restraint is reserved for extreme circumstances to prevent harm to the child, other children or a member of staff.

Every effort is made to avoid confrontation and to de-escalate a situation, however there are occasions where restraint is necessary to ensure pupil and staff safety. We aim to carry this out in a calm and efficient way to minimise the impact on other pupils. Where it is felt that the use of restraint may be necessary at some point, this is discussed with parents and a record is kept.

13 Parental Support

Parents and Carers have a vital role in promoting good behaviour in school and so effective home/school liaison is very important.

It is important that teachers can depend on parent's full support in dealing with their child's behaviour.

All parents/carers, in the promotion of positive behaviour, are expected to:

- Talk to their children about the school expectations of work and behaviour
- Encourage children to discuss problems
- Attend parent's evening and communicate with the school any concerns/issues, which may affect their child's behaviour/learning
- Ensure that their child attends school regularly and on time
- Behave in an appropriate manner towards all staff and pupils within the school, e.g., speak to staff and pupils calmly and with respect
- Encourage children to use good manners
- Praise children for positive recognition received at school

To support parents, the school community will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school
- giving parents regular constructive and positive comments on their child's work and behaviour
- communicating regular information about school events, achievements and issues of concern
- encouraging parents to come into school on occasions other than parents' evenings
- keeping parent informed of school activities by letter, newsletter etc.
- involving parents at an early stage in any disciplinary problems.

14 Homework and Equipment

We recognise that events in the lives of children and families can make it difficult to always remember PE kits, musical instruments and other school equipment. However, it is important that we teach children to take responsibility for the things they need and to be organised in order to develop independence in this so that they are well prepared for their next stage of education.

- We will contact parents when children have not had equipment needed.
- We will speak with parents to establish reasons where homework or kit has been missing twice in succession so that we allow for circumstances beyond the control of a child.
- We will make efforts to overcome barriers by e.g., providing a spare set of kit or resources for homework where necessary and opportunities to complete homework tasks in school.

15 Bullying

In line with the Diverse Academies Anti-Bullying Policy, all incidents will be investigated and where it is found that bullying is taking place, this will be treated as a high priority and will be dealt with firmly and fairly. Where it is found that the event does not constitute bullying, the situation will still be looked at carefully to establish the child's perception.

16 Attendance

It is important that any issues with attendance are also considered in hand with concerns regarding behaviour. This can be an indication of bullying or of a safeguarding issue. Further support should always be sought where appropriate.

17 Uniform and use of mobile / smart phones and other media

Our uniform expectations can be found [here](#). Where children do not have the correct uniform, we will give them uniform from our Swap Shop where it is available.

Children in Year 5 and 6 can bring their mobile phones to the academy **if** they walk to and from academy without an adult and have signed consent to do so. Phones must be handed into the teacher each morning on arrival to academy. They will be given back to the children at the end of the academy day.

Smart watches are not permitted at the academy.

Mobile phones are not permitted to be used on the school site by anyone except in an emergency.

18 Monitoring

It is important that we monitor behaviour throughout the school to ensure that our strategies are effective.

This is achieved through:

- Ongoing observations by all staff and regular discussion at staff meetings
- Meetings with Mid-Day Supervisors
- Monitoring of the Behaviour Log by the Principal / members of the Senior Leadership Team.

Behaviour incidents are recorded (along with actions taken) which is then checked by the Principal or members of the Senior Leadership team. The Principal, Inclusion Lead, SENCO uses this to identify patterns and monitor across classes.

19 Behaviour Principles

Our policy appendix is written in line with the Trust Behaviour policy.

All staff at Bracken Lane:

- Apply fairness and proportionality in accordance with statutory guidance.
- Apply a consistent approach to behaviour management, including rewards
- Demonstrate strong leadership, setting the climate for secure behaviour.
- Apply effective classroom management.
- Always model good behaviour.
- Liaise in a timely way with parents, carers, and other agencies to support behaviour.

- Clearly communicate the academy behaviour expectations, systems, and procedures.
- Continue to promote the British Values of respect, tolerance, and the rule of Law.
- Provide a secure, orderly, healthy, and safe environment for children.
- Consider pupils views and concerns; and ensure that they receive fairness of treatment.
- Promote good and appropriate behaviour through purposeful, enjoyable learning because of well-planned and delivered lessons in well-managed classrooms.

20 Suspension

In the unlikely and rare event that the academy needs to issue a child with a suspension or exclusion, we always adhere to the guidance found in the [Trust Suspensions and Permanent Exclusions Policy](#).