



Brilliant Behaviour and Learning Policy

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This policy is available in large print. Please contact the school office who will be happy to arrange this for you.

AIMS

To have a consistent whole school policy based on a sense of community and shared values.

- To recognise the value of all members of the school community.
- To value, respect, care for, praise and listen to each other and to encourage such attitudes in our children.
- To encourage children to want to succeed in all aspects of their life and to believe that they can achieve in their future.

We believe that developing a child's self-esteem will enhance their learning and we will always encourage them to make the right choice.

EQUAL OPPORTUNITIES STATEMENT

This policy should be read in conjunction with the school's Single Equality Statement.

PROMOTING POSITIVE BEHAVIOUR

At Purbrook Junior positive behaviour will be promoted at all times using our theme of 'being my best self'. The importance of this, and responsibility for it, is shared by all staff. Opportunities should always be made for shared praise. Certificates and rewards will be used to praise and recognise sensitive, cooperative and tolerant behaviour, as well as outstanding achievements in work.

PREVENT DUTY AND BRITISH VALUES

Children will learn about the prevent duty as part of continual safeguarding and how this forms a part of good behaviour. The British Values of:

- Democracy,
- The rule of law,
- Individual liberty, and
- Mutual respect and tolerance of those with different faiths and beliefs'

form part of good behaviour at Purbrook Junior School.

REWARDS AND SANCTIONS

- Purbrook Junior School has a whole school approach towards behaviour management– all children are influenced by rewards and sanctions. All staff within the school have a responsibility to uphold and support the school policy.
- There should be a focus on praise and building the self-esteem of the children through a metacognitive approach.
- All sanctions should be effective to all children and focus on changing behaviour, removing the motivation to act inappropriately, or removing others from the negative effects of behaviour.
- Focus on mental health and wellbeing.
- Children will be advised to reflect on the Brilliant Behaviour and Learning posters (displayed in class). These are shared regularly with all children.

Class based rewards:

Reward time: Children can earn reward time on an individual basis. Positive behaviour will always be encouraged to enable all children to receive reward time at the end of the week. Children are encouraged to be their very best selves. A poster is displayed in the classroom to help children make the right choices or be offered some reflection time if needed. Children are regularly reminded about brilliant behaviour and learning.

If children are not being their best selves, teachers may use their own discretion regarding the amount of reward time received by following the Brilliant Behaviour and Learning Policy. Children may lose some or all minutes for repeated wrong choices or something more serious.

Children who show an amazing attitude, going above and beyond, may receive a fab phone call home or an e mail to celebrate their achievements.

Whole Class Reward: Children will work together, as a class, to collect the letters of our school vision of 'DREAM BIG'. The class can choose a common goal/reward i.e. a pyjama day to work towards. They will have to show their understanding and be able to demonstrate our school's core values including respect, team and achieve within the classroom setting. All teachers working within the classroom including support staff and supply teachers will be able to award the class a letter. Upon receiving all 8 letters, teachers will enable the class to receive their reward at a suitable and appropriate time in case of any parental permissions required. This cycle will then repeat.

School based rewards:

House Points: Across the school, children are members of Nelson, Southwick and Widley. House point tokens are awarded for good work, positive behaviour, effort, helpfulness, kindness – awarded by any staff in class, around the school or on playground. House point tokens are placed in the token collection points situated in their year group side of the shared area. They should be placed in the collection points according to their house colours; Nelson-Red, Southwick – Yellow and Widley – Blue. At the end of the week, monitors will count the house point tokens for each house and collect totals for the school which are read out in the following week's Dream Big assembly. There are also special golden house point tokens worth 10 house points each rewarded by the Headteacher and Deputy Headteacher. There is a running total of house points on the school website.

Dream Big Award: All teachers will choose a pupil in their class to receive a Dream Big certificate. This could be awarded for demonstrating Purbrook Junior School's core values; team, respect and achieve or for a particular piece of work. This will be celebrated and rewarded within the Dream Big assembly each week. The Headteacher Dream Big Award is also shared in this celebration assembly. This may be awarded for continued excellence or a marked improvement in certain areas.

Stickers: Stickers are sometimes awarded by teachers and the Headteacher for exceptional work, positive behaviour, effort, helpfulness or kindness.

GENERAL BEHAVIOUR (links to Brilliant Behaviour and Learning posters)

At Purbrook we welcome children from a wide range of family backgrounds including those with additional and specific learning needs. As a fully inclusive community we encourage tolerance and patience with others and expect all adults to support this. We believe it is our responsibility to encourage all children to achieve the very best standards of

behaviour and respect for their community. We want every child to feel safe and supported by all adults to develop socially and emotionally.

From time to time a pupil will exhibit behaviours that are very different from others (your child). This may be because they have special educational needs that make it more challenging for them to adhere to the same rules and expectations as others such as Autism or Asperger's. It may also be as a result of experiences outside of the school community which have affected them and their ability to communicate socially with their peers. The school believes it has a responsibility to educate every child and to this end will make adaptations to be fully inclusive.

Where a child's behaviour is physically or verbally challenging, the school will follow the procedures set out in this policy to manage incidents and communicate with those families involved. It is important to differentiate between deliberate aggressive behaviour and impulsive or misinterpreted actions. All deliberate acts of aggression are not tolerated and will result in a consequence. All physical incidents are investigated and reported to the class teacher or Deputy/Headteacher. Where another child is involved, hurt or upset their parent or carer may well be contacted to inform them of any actions or consequences.

In general, the behaviour of pupils at Purbrook Junior is good. Class teachers are skilled and can deal with most behaviour and will always try to recover a situation from escalating out of hand. However, from time to time a child may be sent to the Year Leader if something is deemed to require further investigation. Again, conversation should focus on how to recover the situation.

On some occasions parents may be contacted – in writing, face to face or by telephone – explaining the behaviour, the sanctions already implemented, and the detrimental effect it is having on learning in the class, as well as exploring any reasons or background behind the behaviour. It will be made clear what the further steps are and possibilities for home/school behaviour management systems (reward charts, record book...) should be explored where possible or practical. The Headteacher will also be informed at this stage. Where steps initiated within school are not having the desired impact, it may be appropriate to refer to outside agencies for advice or intervention.

Finally, the ultimate step is to explore possibilities for a temporary suspension or permanent exclusion. This would be carried out in partnership with the Local Authority.

***Professional judgement:** periodically it may be appropriate to adjust the movement taken between these suggested steps depending on the severity, age and history of an issue.

We do not tolerate physical violence or aggression towards pupils or adults.

INDIVIDUAL BEHAVIOUR PLANS

It may be decided that communication/reward charts, plans, record books or incentive schemes will be introduced for a child, as a way of maintaining communication between school and home. The nature of these will differ according to the needs and situation of the individual. Advice and support from specialist agencies such as the Robins Oak Primary Behaviour Support Team may also be sought, working with staff, pupils and families in addressing the causes, motivations and impact of behaviour. We also recognise that there is a need to support a child who may be the recipient of any negative behaviour so that they are better equipped to manage any issues in the future and strengthen their self-esteem.

ROUGH PLAY

From time to time children engage in 'rough play'. Whilst this is actively discouraged by all adults, children do not always fully appreciate the impact of their actions and need support to learn. Young children often 'act out' games or behaviours witnessed elsewhere and this should be understood by all adults.

Explaining and talking to children about behaviour is important. Children often misunderstand situations and frequently report incidents that may not tell the whole story. Finding time to discuss events and listen to each other will encourage understanding and minimise the emotional impact of such misunderstanding.

ANTI BULLYING

We are a safe and inclusive school where children and adults feel free to share information and talk openly. We have a clear understanding of what is meant by bullying and believe that bullying is totally unacceptable.

At Purbrook, we recognise bullying as the repetitive, intentional hurting of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online. It is therefore:

- Deliberately harmful
- Repeated, over a period of time
- Difficult to defend against

Types of bullying can include:

- Emotional
- Physical
- Prejudice-based discrimination
- Sexual
- Direct or indirect verbal
- Cyber-bullying

We will find out about incidents of bullying in the following ways:

- Child reporting incidents to staff
- A parent reporting incidents to staff
- Members of staff observing incidents in and around school

Any bullying should initially be brought to the attention of the class teacher. Any reported incidents of bullying will always be investigated by speaking with the alleged perpetrator, the alleged victim and any bystanders or witnesses. The class teacher is responsible for recording the investigations using the CPOMS system. At this stage, the Headteacher will be informed.

Parents may be invited into school to discuss the issues face to face.

PREJUDICIAL LANGUAGE AND BEHAVIOUR (PLAB)

Any form of PLAB will not be tolerated at Purbrook Junior School. Racism would be brought to the attention of the Head or Deputy Head and parents would become involved immediately. Any PLAB, including racist incidents, will be recorded. Statistical incidents of racism will be recorded and these are shared with Hampshire annually.

SUPPORT FOR PARENTS

Actively communicating with parents at the beginning of any identified concerns is important and should be encouraged. Purbrook Junior School will not reveal or refer to other children by name, paying full attention to confidentiality. If a child's behaviour becomes a greater cause for concern, we will seek advice from outside agencies that either supports a family or the school with strategies to promote positive behaviour. We encourage parents to engage in positive talk around playground incidents with their child and discourage 'interrogation' of issues which may inflame situations or taking matters into their own hands. Please talk to the school so that we can manage issues with you.

COMMUNICATING, DOCUMENTATION AND RECORDS

When regular and more frequent communication with particular parents is required, a contact book may be issued to communicate the *positive* behaviour rather than the incidents of negative behaviour observed.

SAFEGUARDING OTHERS

Unfortunately, there may be occasions where incidents occur for any of the reasons mentioned above where another child is affected or hurt. If the normal school procedures do not safeguard others, then the school will separate a child during unstructured times (play) or withdraw them from school for a period of time to re allocate additional levels of supervision, where funds allow.

NO BLAME, NAMING OR SHAME ...

At Purbrook Junior School we believe that a child's behaviour can be modified and enhanced through sensitivity, guidance and understanding. Labelling a child negatively by other pupils, adults or parents is unhelpful and inappropriate; it in no way reflects the vision we have of our school.

Working together builds a happy, safe and tolerant school.

TO BE READ IN CONJUNCTION WITH:

- Physical Intervention Policy
- Teaching and Learning Policy
- Single Equality Statement