



Brinsley Primary and Nursery School

# Behaviour Policy

Written: June 2022

Review: June 2023

Chair of Governors:

A handwritten signature in black ink, appearing to be 'J. Jones', is written over a faint, light grey signature line.

## What underpins our Behaviour Policy?

Fundamentally what underpins not only our Behaviour Policy but all things that occur at Brinsley Primary & Nursery School are our **values**. As stated on our school website:

*Everything that happens within our school is guided by our values and ethos. We explicitly teach and support our children to SHINE as young people by encouraging TEAMWORK, focussing on ACHIEVEMENT, showing RESPECT to all and not to be forgotten - wearing a SMILE, showing the joy of being a part of something great.*



BRINSLEY PRIMARY AND NURSERY SCHOOL  
Learn today, be a star of tomorrow

These values are also reinforced in the **guiding principles<sup>1</sup> of our governing body:**

- *all members of the school community (pupils, staff, parents/carers and governors) should show respect for one another;*
- *all members of the school community should be listened and responded to;*
- *all members of the school community are entitled to work and learn in a safe and secure environment;*
- *all members of the school community should be considerate towards the learning needs of each individual and supportive of the school as a learning community.*
- *the behaviour policy should reflect the shared aspirations of all members of the school community;*
- *good behaviour should be actively promoted and encouraged. All school staff should model positive behaviour;*
- *all members of the school community should understand and accept the behaviour policy;*
- *there should be active development of pupils' social, emotional and behavioural skills;*
- *restorative justice should be used, where appropriate, to resolve disputes and incidents;*
- *good behaviour should be rewarded consistently and sanctions applied consistently;*
- *pupils whose behaviour and attendance may deteriorate due to circumstances outside of their or the schools' direct control (such as bereavement, abuse, divorce, separation of parents) should be identified and supported;*
- *where appropriate, the governors and Headteacher should work positively with outside agencies;*
- *bullying is unacceptable.*

In order to keep things as simple as possible and maintain a clarity of message we have just 3 **school rules:**

- 1. All people will show respect to themselves, each other and property.**
- 2. All people will be kind to others.**
- 3. All people will play and behave in a safe way.**

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<sup>1</sup> BRINSLEY PRIMARY AND NURSERY SCHOOL - GOVERNORS' STATEMENT OF PRINCIPLES January 2022

# What is good behaviour? What does it look like? Consequences without it?

The Department for Education says this of 'good behaviour'<sup>2</sup>:

*Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.*

Simply put, at Brinsley Primary & Nursery School good behaviour is where all of our school rules are being followed i.e. where respect is shown, where people are kind and where people are safe.

The great majority of **behaviour at Brinsley Primary & Nursery School is managed in a positive way** i.e.

- Verbal recognition
- Class Dojo points
- Non-verbal recognition – thumb up etc
- Sent to another teacher/leader to show work
- Celebration Assembly – Beak of week/term
- Tea with Mr Osprey
- Personal messages via Dojo
- Rewards – for example extra playtime etc
- Star Charts

At the core of any conversation with a child when there has been an issue with behaviour will be the question: "What can you do to make this right?" This **restorative view of behaviour management** will be consistently used to educate children about not only how to do the right thing, but if they do make a mistake, how to make it right.

Because relationships are key in all things in schools, running alongside this will be a focus on how children can build and maintain **positive relationships** i.e. RSE, PSHE, ELSA interventions, DART, etc.

However when **sanctions**, both within and outside of lessons, do need to be employed they tend to follow a continuum. While the tables below are indicative, they may not include every eventuality:

<b>Within lessons:</b>	
Low level negative behaviours are ones that may not initially cause much disruption, but may easily escalate to do this, such as: <ul style="list-style-type: none"><li>- Talking at the wrong time</li><li>- 'Silly' or immature behaviour</li><li>- Not doing as asked</li></ul>	Possible sanctions could include: <ul style="list-style-type: none"><li>- A simple look in the child's direction</li><li>- A reminder of expectations</li><li>- Visual Clues like pointing a book, screen, etc</li><li>- A simple gesture i.e. finger to lips</li><li>- Positive re-enforcement of expected behaviours</li><li>- Proximity i.e. the adult may move closer to the child</li></ul>

<p>Mid-level negative behaviours are generally an escalation of the above, or behaviours that cause disruption to the learning of others, like:</p> <ul style="list-style-type: none"> <li>- Being disrespectful</li> <li>- Swearing or inappropriate language</li> <li>- Continuing behaviours after adult intervention</li> <li>- Disruption of others' or their own learning</li> <li>- Intentional/inappropriate loud comments/action or that which interrupts/causes children to stop working</li> <li>- Refusal – lack of effort to complete work</li> </ul>	<p>Possible sanctions could include:</p> <ul style="list-style-type: none"> <li>- Spoken response, often with a warning of consequence</li> <li>- Move child to sit elsewhere within class</li> <li>- Temporary removal of distraction</li> <li>- Loss of some break time</li> <li>- Completing work in own time ( during lunch/break)</li> <li>- Sit with a teacher to complete work</li> <li>- Work outside of classroom, or to a prearranged place</li> </ul>
<p>High-level negative behaviours are generally any kind of physical, threatening, abusive behaviour towards any member of our school community or property, like:</p> <ul style="list-style-type: none"> <li>- Any incidents of bullying/ racial/ harassment</li> <li>- Any incidents of deliberate harm, physical, verbal or emotional</li> <li>- But they can include: <ul style="list-style-type: none"> <li>o Repeated mid-level behaviours that continue AFTER adult intervention and consequences given – e.g. lessons stopped as a result of these behaviours or complete refusal</li> </ul> </li> </ul>	<p>Possible sanctions could include:</p> <ul style="list-style-type: none"> <li>- Referral to a school leader</li> <li>- Phone call home to notify parents</li> <li>- Working near Head Teachers office/ under HT supervision</li> <li>- Supervised break times/lunchtimes</li> </ul>

<p><b>Outside of lessons:</b></p>	
<p>Low level negative behaviours are ones that may not initially cause much disruption or harm, but may easily escalate to do this, such as:</p> <ul style="list-style-type: none"> <li>- Raised voices/shouting at each other</li> <li>- Falling out over games</li> <li>- Niggles during games –physical interaction – e.g. pushing and shoving</li> <li>- Name calling</li> <li>- Dirty looks</li> </ul>	<p>Possible sanctions could include:</p> <ul style="list-style-type: none"> <li>- Reminders of expectations</li> <li>- Diversions</li> <li>- Counselling</li> <li>- Separating</li> <li>- Cooling off time</li> <li>- Warnings</li> </ul>
<p>Mid-level negative behaviours are generally an escalation of the above, or behaviours that cause upset to others, like:</p> <ul style="list-style-type: none"> <li>- Continuing of behaviour as above, after adult intervention</li> <li>- Disrespectful behaviour towards adults</li> <li>- Hurtful comments/actions towards each other e.g. – pushing/shoving</li> </ul>	<p>Possible sanctions could include:</p> <ul style="list-style-type: none"> <li>- Time Out – sitting under the big tree</li> <li>- Eating lunch at a different table</li> <li>- Standing with adult for a period of time (cooling down time)</li> <li>- Removal of football, etc</li> <li>- Specific warning with consequence (which will be actioned) – loss of outside lunchtime</li> </ul>

<ul style="list-style-type: none"> <li>- Deliberate disruption or interfering in the games</li> <li>- Swearing</li> <li>- Damaging property/environment</li> </ul>	
<p>High-level negative behaviours are generally any kind of physical, threatening, abusive behaviour towards any member of our school community or property, like:</p> <ul style="list-style-type: none"> <li>- Hitting / physical</li> <li>- Hurting others maliciously</li> <li>- Bullying/harassment/racial incidents</li> <li>- Deliberate destruction of property</li> <li>- Refusal – send to SLT for support</li> <li>- Swearing and Aggressive</li> </ul>	<p>Possible sanctions could include:</p> <ul style="list-style-type: none"> <li>- Referral to school leader</li> <li>- Send straight into school building to be supervised</li> <li>- Designated area – HT office, or Yr 6 classroom with member of staff</li> <li>- Supervised lunchtime in small group/individual setting</li> </ul>

As behaviours become higher level, parents will be informed, although they may be informed earlier if the teacher deems it necessary.

### **Persistent and Serious Misbehaviour**

Serious breaches of discipline are reported and recorded in an electronic 'Behaviour Log Book.' This provides a record of action taken and also a reference point if poor behaviour continues and further action has to be taken.

If a child misbehaves regularly and fails to respond to initial action, parents, teacher and Headteacher will monitor the child's behaviour and provide regular encouragement for the child to behave well. Areas of risk may be identified, so that the child may be kept away from these situations, so hopefully avoiding the behaviour ever happening, thus allowing time for more positive modification.

Prevention is always better than cure.

A child may be provided with an Individual Behaviour Plan to help improve her/his behaviour. This would be discussed with parents and all staff made aware of it.

### **Exclusions**

Very serious misbehaviour may result in the Headteacher excluding a pupil. This will usually be a fixed period exclusion and will be administered in accordance with official government<sup>3</sup> and Local Authority procedures<sup>4</sup>.

### **Reasonable force**

The school maintains the right to use reasonable force (in accordance with official guidance<sup>5</sup>) if the child is deemed to be a threat to their own or others' safety.

<sup>3</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

<sup>4</sup> <https://www.nottinghamshire.gov.uk/education/school-discipline-and-exclusions>

<sup>5</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### **Outside Agency Support**

In some instances, and especially where children are emotionally and behaviourally disturbed, the following people may be contacted to provide extra support and advice:

- Behavioural Support Service
- Inclusion Support Service
- Educational Psychologist
- School Nurse

### **Bullying and harassment**

We acknowledge that on rare occasions bullying or harassment (based on a protected characteristic i.e. homophobia, racism, sexual harassment, etc.) may occur at Brinsley. This is totally unacceptable and is taken very seriously.

CHILDREN, FRIENDS OR PARENTS ARE ENCOURAGED TO REPORT ANY INCIDENT, FEAR OR FEELINGS TO THE CLASS TEACHER OR HEADTEACHER IMMEDIATELY.

Often what is felt to be bullying is not (e.g. friends falling out and one being spiteful or abusive), but if left unreported it can become bullying and certainly have the same emotional consequences for the child. If incidents are reported early, more serious consequences can be prevented. Often the most serious consequences come because the child was too frightened to tell, so they need our help. If in any doubt (or merely anxious about the possibility) always inform the Headteacher immediately who will be able to sort it out. The sooner the Headteacher knows about it the sooner it ends.

For further information, please refer to our Anti-Bullying Policy<sup>6</sup>.

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<sup>6</sup> <http://brinsley.notts.sch.uk/resources/PID16-2015-06-26/Anti-Bullying%20Policy%202021.doc.pdf>

# What are all of our rights and responsibilities?

## Children

- to be treated with respect
- to behave respectfully to others
- to be safe
- to behave in a way that keeps others safe
- to learn
- to attend school regularly
- to be willing to learn
- to allow others to learn
- to make mistakes
- to own mistakes
- to allow others to make mistakes
- to be listened to
- to give opinions in a constructive manner
- to listen to others

## Parents

- to be treated with respect
- to behave respectfully towards others
- to be kept informed about their child's progress
- to make sure their child attends school regularly
- to talk to their child about what (s)he does in school
- to talk to teachers if they have any concerns about their child's learning or well-being
- to be listened to
- to listen to others
- to have access to information on the school's approach to behaviour and attendance
- to absorb information and share concerns
- to have concerns taken seriously
- to share concerns constructively

## Staff

- to be supported by peers and leaders
- to ask for support when needed
- to offer support to colleagues and leaders
- to be listened to
- to share opinions
- to listen to others
- to give opinions in a constructive manner
- to be treated courteously by all others in the school community
- to model courteous behaviour
- to recognise and acknowledge courteous behaviour in others
- to be made fully aware of the school's systems/policies/expectations
- to seek information and use lines of communication
- to receive training to increase skills in behaviour management
- to support others in developing their skills in promoting positive behaviour and good attendance
- to acknowledge areas of own behaviour management skills which could be developed
- to try new approaches

This policy should be read alongside the following Brinsley Primary & Nursery School policies<sup>7</sup>, as well as national guidance:

- Brinsley Equality Policy
- Brinsley Child Protection Policy
- Brinsley Anti-bullying Policy
- Brinsley Peer on Peer Abuse Policy
- DfE guidance on Behaviour and Discipline in Schools<sup>8</sup>
- DfE guidance on School Suspensions and Permanent Exclusions<sup>9</sup>
- DfE guidance on Use of Reasonable Force in Schools<sup>10</sup>

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<sup>7</sup> <http://brinsley.notts.sch.uk/brinsley-primary-school-policies/>

<sup>8</sup> <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<sup>9</sup> <https://www.gov.uk/government/publications/school-exclusion>

<sup>10</sup> <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>