



Brentfield Primary School

Children of Today, Champions for Tomorrow

Behaviour Policy

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Review Date	September 2020

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1. Policy Statement

Brentfield Primary School is a vibrant learning community that puts learning at the heart of everything we do. We nurture children to prepare them for the opportunities and challenges of an unknown, yet exciting future. We instil in the children a sense of belief to enable them to be the creators of their own destiny.

At Brentfield we promote our five BRAVE values throughout everything we do and reward those who go above and beyond through the following:

B – Belonging

R – Responsible

A – Aspirational

V – Value

E - Empowered

At Brentfield we ask all learners, staff and visitors to follow three school rules. The following rules act as a minimum expectation for behaviour:

Ready

Kind

Safe

2. Aims

- To enable children to make good choices and develop resilience
- To ensure all learners are treated fairly, shown respect and to promote good relationships
- To help learners to take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care and empathy for others as well as embracing challenge
- To promote community cohesion through improved relationships
- To ensure the excellent behaviour is the minimum expectation for all
- To create and maintain a safe environment for all

3. Purpose

To provide simple, practical procedures for staff, parents and learners that:

- Promotes our BRAVE values
- Positively reinforces expected behaviour
- Teach appropriate behaviour through positive interventions
- Promote self-esteem and self-discipline

4. Roles and Responsibilities

All staff will:

- Refer to 'Ready, Kind and Safe' when managing behaviour
- Show consistency in language and behaviour expectations, including challenging all behaviour that does not meet expectations
- Model positive behaviours and build relationships

Teaching and Support staff will:

- Plan lessons that engage, challenge and meet the needs of all learners
- Be calm and give 'take up time' when going through the steps
- Follow up every time, retaining ownerships and engaging in reflective dialogue with learners

Middle Leaders will:

Stand alongside colleagues to support, guide, and model to show a unified consistency to the learners by:

- Support staff in returning learners to learning by sitting in on restorative meetings and supporting staff in conversations with learners and parents
- Regularly celebrate staff and learners who go above and beyond expectations
- Encourage the use of positive postcards and positive phone calls

Senior Leaders will:

Stand alongside colleagues to support, guide, and model to show a unified consistency to the learners by:

- Meet and greet learners at the beginning of the day
- Celebrate staff, leaders and learners who go above and beyond expectations
- Use data to target and assess school wide behaviour policy and practice

Inclusion Team will:

Work alongside teachers, parents and learners in the behaviour management of pupils with Special Educational Needs and Disabilities (SEND) or those with more complex behaviours by:

- Liaise with and refer learners who display continuous disruptive behaviour
- Put in place appropriate provision for SEND children
- Use data to target and assess provision for learners who fall beyond the range of the policy

Parents will:

Have responsibility in supporting the school's policies, strategies and guidelines for behaviour by: ☑ Encourage learners to have high standards of behaviour in and out of school

- Treat other parents, learners, staff and visitors of the Brentfield Community with respect
- Support the school in its use of rewards, consequences and interventions

5. Recognition and Rewards for effort

We recognise and reward learners who go "above and beyond" the expected behaviour standards. Although there are tiered awards, our staff understands that a quiet word of personal praise can be as effective as a larger, more public reward.

Classroom Level:

- House points – given to individuals for behaviour "above and Beyond" this can be given by any staff member (via raffle ticket and added to the house point chart by class teacher)
- Class Reward – Class target sheet displayed in every class (*appendix 1*), class reward for reaching target and a mention in assembly for those classes who have met their target. (Visual representation can be used for younger years, e.g. Marble Jar)
- Star of The Week – certificate for the children going "above and beyond" within the classroom, presented every Friday
- Postcard Home – Postcard sent home for exceptional behaviour. - WOW moments! (*Staff to aim to send 3 every half-term*)

Whole School Level:

- House points – The house with the most points will be announced each week in assembly. The winning house will win a celebration afternoon each term. (e.g. Film afternoon with popcorn)
- Hot Chocolate Friday – Children who have exceeded expectations and consistently gone “above and Beyond” in their behaviour, and have the most house points, get to enjoy hot chocolate with SLT
- Afternoon Treat – Ice-cream or cake at the end of each half term for those individuals who have achieved a BRAVE certificate for exceeding the BRAVE values. (Certificates to be given by SLT and Head teacher only)

Playground level:

- SMSA’s have raffle tickets that can be given to children who show exceptional behaviour – these are then passed to the class teacher and added to the house points chart

House points:

- House points are awarded for behaviour “above and beyond” in class and around the school. Linked to our BRAVE values house points can be awarded where behaviour and attitude to learning as exceeded the expectations. This could be academically, practically, socially or personally

The aim of house points is to encourage and celebrate individual success, as well as children seeing the larger impact of their actions.

All children will be split into 4 houses:

Yellow

Green

Blue

Red

House points will be logged Fridays and recorded on a house point chart, see appendix 2.

6. Managing Behaviour

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder is all that is needed. However, on occasions when it is necessary, steps will be taken to remind learners of the expected behaviour and consequences that may follow. Steps would be taken with care and consideration, taking individual needs into account where necessary.

“Every minute a learner is out of the classroom is a minute where they are not learning.”

	Steps	Actions
Class Teacher Intervention	Gentle encouragement, a 'nudge in the right direction, and refocus exercise.	
	1) Reminder 1	A reminder of the expectations Ready, Kind and Safe . Deescalate and decelerate where reasonable and possible in order to keep things at this stage. <i>(Repeat reminders where necessary for SEND)</i>
	2) Reminder 2	A clear verbal caution delivered privately where possible, making the learner aware of the unwanted behaviour and clearly outlining the consequences if they continue.
	3) Reflection in class	A chance for reflection away from others (Thinking space in the classroom or at another table). Speak to the learner privately and give a final opportunity to engage. Offer a positive choice to do so.
	4) Time out in another class	At this point the learner will be referred to another room within the year group for the remainder of the session. All referrals must be recorded on CPOMS and parents notified.
	5) Restorative/Teacher talk	A restorative meeting takes place before the next session to rebuild the relationship. Expectations discussed with learner including examples of positive choices.
Phase Lead Intervention	When there are more than three separate incidents of disruptive or unacceptable behaviour over a period of two weeks:	
	6) Meeting with Phase Lead	A meeting with the learner, teacher and Phase Lead with agreed targets that are to be monitored over two weeks. Meeting and targets to be recorded on CPOMS.
	7) Review meeting and plan next steps.	A meeting with learner, teacher and parent, supported by Phase Lead. Agreed targets that are to be agreed and monitored over two weeks. Consequence for persistent disruptive behaviour to be agreed by all (eg: a session out of class or missed work to be completed at home.) Meeting and targets to be recorded on CPOMS.
	8) Referral to Inclusion Panel	Complete referral form for Inclusion Team. <i>*see appendix for Inclusion Team Flow Chart</i>
When there is extremely disruptive behaviour (where the class are unable to learn), serious physical/threatening behaviour or a one off serious incident:		
SLT	9) Panel Meeting	Panel made up of HOY, SLT and Inclusion Team staff to discuss. Possible outcomes include: <ul style="list-style-type: none"> • Lunchtime Exclusion • Internal Exclusion • Fixed Term Exclusion • Meeting with Parents • Behaviour Support Plan • Referral to external agency

**All pupils must be given "take up time" in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.*

