



Bruce Grove Primary School Behaviour Policy

The behaviour policy at Bruce Grove Primary School is based on a system of positive reinforcement and rewards. We aim to develop intrinsic value in our achievements through various means, which are outlined in this policy. We expect all our children to behave appropriately in school and as a staff we try to ensure that no particular group of individuals are associated with particular types of behaviour on the basis of gender, race, religion or class.

Bruce Grove Primary School aims to create an atmosphere where:

- Pupils can do their best in a caring and secure environment
- Everyone can feel valued and receive positive recognition for good behaviour
- Everyone is treated with respect
- There will be zero tolerance of bullying or harassment of any type

Our policy is based on the following principles:

1. Positive rewards for good behaviour
2. Providing good role models
3. A clear set of School Benchmarks which underpins all we do
4. A clear set of class rules which is consistently applied
5. A clear set of consequences for breaking these rules, which is consistently applied by all staff
6. Every child starts everyday with a “clean slate”

Parents are fully involved in the positive strategies and are informed of their child’s behaviour on a regular basis.

Behaviour Zone

We have a behaviour zone chart in every classroom. All children start on green zone each day, enabling a fresh start each morning, and move up for good behaviour and down for unacceptable behaviour. This enables children to improve their behaviour and move back up the zones. If a child reaches gold s/he is awarded a ‘golden’ badge and sent to the headteacher for a prize, when they have received three.

Positive Reinforcement of Good Behaviour

Good behaviour is built on positive reinforcement.

As a staff we will recognise good behaviour and praise it. In situations where we need to tell a child or number of children off for breaking a rule, we will endeavour to praise at least two children who are doing what we want all the children to do, thus giving the group of ‘naughty children’ the chance to change their behaviour.

Rewards

You will be praised.

You will be moved up the Zone Board.

You will be given Smiley Faces/Merits.

You will get a positive text home / Marvellous Me

You may be sent to a senior member of staff to be praised/given a sticker.

You may get a special mention in Celebration Assembly.

You might be 'Star of the Week'

You will get a Marvellous Move Sticker

You will get a green badge for good lunchtime behaviour

You will receive a Golden Badge

You will get one of our special HT awards

Rewards for three golden badges.

Undesirable or unacceptable behaviour

At Bruce Grove Primary School we recognise that in certain circumstances pupils will have to face the consequences of their actions, in particular when their behaviour impacts on the learning and safety of others. Severe disorder in the classroom will result in the removal of that child from the group for a set time. Pupils may on occasions be taken to members of staff with pastoral responsibility or the learning mentor.

Agreed sanctions/ consequences are:

- Clearly explained on a regular basis
- Displayed in classrooms and corridors

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- Aimed at showing disapproval of the behaviour rather than the pupil
- Represented as a choice the pupil has made
- Based on a hierarchy of warnings
- Matched appropriately to the level of misbehaviour
- Used consistently throughout each Key Stage.
- Intended to make children make more appropriate choices in the future.

Sanctions/consequences

Sanctions /Consequences

You will be warned with a rule reminder/redirection.

**You will be moved down the zone board
(more than once if necessary).**

**You will be moved within the classroom
(time-out table/chair).**

**Your teacher will contact your parents-yellow letter/ phonecall/
text.**

You will go to reflection (still on yellow)

You will be seen by the DHT/AHT - red letter.

**You will be seen by Deputy/Headteacher
together with your parents and be put on report.**

Exclusion

Permanent exclusion

Fighting or use of abusive language to an adult- you will be sent straight to Deputy/Headteacher. See also appendix of behaviours for more detail

In the Foundation Stage the sanctions are used at the teachers' discretion
Persistent unacceptable behaviour or physical/verbal assault may lead to a fixed term or permanent exclusion in line with L.A. procedures.

Classroom / School Rules

1. We are respectful and courteous to everyone
2. We are prepared to learn and aspire to achieve
3. We work hard – We are resilient and positive
4. We are honest – We always tell the truth
5. We listen without interrupting
6. We are responsible and look after property

The Benchmarks and the rules are to be clearly displayed in each classroom. The Benchmarks are also displayed in the communal areas. At the beginning of each school year these are taught and are frequently referred to.

BRUCE GROVE BENCHMARKS

- **Respect**
- **Honesty**
- **Equality**
- **Collaboration**
- **Resilience**
- **Responsibility**
- **Courage**
- **Aspiration**
- **Creativity**

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- **Kindness**
- **Empathy**

All rules apply inside school, in the playground and on visits.

Circle time/ PHSE curriculum

Staff and pupils may find it useful to discuss issues around behaviour in a circle time session, to allow children to share their thoughts and feelings about a range of issues.

Guidance on effective circle time sessions can be sought from SENCO, Learning Mentor or the teacher with responsibility for PSCH.

Playtime and Lunchtime

Playtime is very important for children. It can also be a time when bullying and fighting takes place. It is of the utmost importance that all staff take children's concerns seriously. Telling a child "go and play somewhere else and don't worry" is not acceptable.

In every situation where a child complains about another child, the two children should be brought together and given the chance to explain what has happened. The children should be asked to agree between themselves who is going to speak first. Both children should listen in silence to the other child's point of view. Once this has happened the adult should aim for some sort of consensus. The children should both be told what to do if the incident occurs again.

Lunchtime

At lunchtime the SMSA's follow the Bruce Grove Benchmarks and School Rules and Sanctions/ consequences:

The SMSA should deal with each incident. Unresolved incidents should be reported to the class teacher at the end of the lunchtime. Peer mediators are available during the lunchtime period and have been trained to help sort out the more minor incidents that may take place in the playground.

The TA/SMSA Line manager is Jan Finisterre. She will liaise with the lunch time supervisor on a regular basis to sort out any issues.

Inclusion and the School Behaviour policy

Any child who has social, emotional or behavioural difficulties, which are greater than those of the rest of the class, may need additional support.

In accordance with the Schools SEN Policy, we will inform parents of any concerns, the child's needs will be met following the procedures set out in the Code of Practice for Special Educational Needs and in line with school policy.

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Complaints/ Concerns

If parents are at all concerned about an issue or any other incident at school, they should contact the school to discuss the difficulty as soon as possible.

COVID 19 Addendum

Additional Rules

When pupils are in school, we expect them to follow all of the rules as set out in the school's Home/School Agreement to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

- Tell an adult if I feel unwell;
- Follow good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it);
- Follow good hand hygiene – use soap and water for 20 seconds/ hand sanitiser;

See also additional Appendix 10 for serious behaviours such as deliberately coughing, spitting etc.

Expectations for pupils at home

Remote learning rules

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Insert rules, such as:

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

Google Classroom Rules

#1: Be on Time

#2: Only use your real name. Do not change your Google profile name to a nickname or anything other than the name your teachers call you by in your classes.

#3: Dress for Success. While we are not requiring students to be in uniform, please “dress for success,” as they say. Casual clothing is OK, but no PJs or clothing that would otherwise distract from the meetings.

#4: Be Respectful when speaking because Zoom classrooms feel more like social media, you may be tempted to be more casual in your speech. Remember to be respectful, orderly, and kind.

#5: Don't Eat during the meeting.

#6: No Side “Conversations or chats.” Just as during regular classroom learning, side conversations can be very disruptive to the conversation we are trying to have.

#7: Do Not Record the Meetings. This is really important and must be followed.

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will contact parents and see if there is any support we can offer.

Signed.....

Dated.....

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Appendices

1. Bruce Grove Benchmarks
2. Playtime Rules
3. Rewards
4. Sanctions
5. Yellow Letter
6. Red Letter
7. Good News Text
8. Reflection –teacher referral
9. Reflection –pupil
10. Appendix of behaviours
11. Merits and House Points
12. Behaviour Flow Chart

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2. School Rules

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You will get a green badge for good lunchtime behaviour

Your will receive a Golden Badge

You will get one of our special HT awards

Rewards for three golden badges.

Sanctions/Consequences

You will be warned.

**You will be moved down the zone board
(more than once if necessary).**

**You will be moved within the classroom
(time-out table/chair).**

You will have time-out in another classroom.

You will lose a privilege (e.g. a playtime).

Your teacher will contact your parents-yellow letter phonecall/text.

**You will be seen by your Phase Leader
together with your parents-red letter.**

**You will be seen by Assistant/Headteacher
together with your parents and be put on report.**

Exclusion

Permanent exclusion

**Fighting or use of abusive language to an adult- you will be sent
straight to Assistant/Headteacher. See also appendix of behaviours
for more detail**

5. Yellow Letter

Yellow Letter

Date:

Dear Family,

I am very sorry to have to tell you is not behaving in an appropriate manner in school and is disrupting the learning and well-being of other children. Please speak to.....to ensure his/her behaviour improves in the future.

.....

Yours sincerely

Classteacher

.....
.....

Name of child..... Class.....

Date.....

I have received the letter and spoken to my child about the unacceptable behaviour.

Signed Person with Parental Responsibility.....

6.Red Letter

Red Letter

Date:

Dear Family,

I am very sorry to have to tell you is not behaving in an appropriate manner in school and is disrupting the learning and well-being of other children. Please speak to.....to ensure his/her behaviour improves in the future.

.....

Yours sincerely

Deputy / Assistant Headteacher

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.....

Name of child..... Class.....

Date.....

I have received the letter and spoken to my child about the unacceptable behaviour.

Signed Person with Parental Responsibility.....

7.Good News Text

Text –Good Attitude/Work/Behaviour

Name of Child: _____ Date: _____
Class: _____

Text:

Teacher/T.A Name: _____ Teacher/T.A Signature: _____

8. Reflection –Teacher Referral

Reflection Session

Name of Child: _____ Date: _____
Class: _____

Reason:

Teacher/T.A
Name: _____

Teacher/T.A
Signature: _____

9. Reflection Sheet – pupil

Pupil Name:

Class:

Date:

What Happened?

What was I thinking/ feeling at the time?

Who was affected by my behaviour?

What will I do to make it right?

10. Appendix of Behaviours

Type	Examples	Sanctions and Procedures
Low Level	Off task Fidgeting/ fiddling Talking while teacher is talking Calling/shouting out Telling tales Dropping litter Being noisy Time wasting Walking around the classroom when you should be working Being rude Not handing in mobile phones Bringing in toys, PSPs etc Poor sportsmanship	Re-direction Rule reminder Frown Sit alone Confiscation Cleaning up mess Move down behaviour zone Reflection Yellow letter Red Letter (SLT to issue) Persistent low level behaviour will result in the use of a Behaviour Book to be issued by HT only and parents are informed
Moderate	Running in corridors Pushing in lines Hurting others Vandalism - graffiti Fighting Stealing Unkind remarks towards others or their family Bad language Not having the correct uniform No PE kit Spitting Unsafe and/or disrespectful behaviour on trips Disregarding adults	Move down behaviour zone Cleaning up mess Yellow Letter Red Letter(SLT to issue) Parents informed Sent to Reflection Time out / isolation Internal exclusion Loss of privileges: clubs, event, trip Behaviour Book Learning Mentor involvement Attendance letter An amalgamation of these behaviours in the same week may result in fixed term exclusion
Serious Level	Sexual harassment Serious assault Deliberately coughing, sneezing and spitting on another person or transferring germs in another way Vandalism resulting in extreme damage Throwing/kicking furniture /equipment Serious physical threats made to pupils /staff Violent outbursts verbal or physical Sexualise assault or language Racist abuse Bullying including cyber bullying Carrying an offensive weapon Carrying or using drugs Complete defiance of adults, refusing to co-operate	Parents informed Cleaning up mess Behaviour Book PSP Modified timetable Learning Mentor involvement EWO involved SENCO involvement and outside agencies eg CAMHS, SS Internal exclusion Fixed term exclusion Permanent exclusion

	Walking out of the classroom/school Bringing the school into disrepute Serious theft - premeditated	
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13. Merits and House Points Autumn 2021

All children who move up the behaviour zones will be awarded with merits.

Bronze 1 merit

Silver 2 merits

Gold 3 merits

Merits can be awarded by any member of staff for following the school benchmarks.

E.g. sitting nicely in assembly, effort in work, being a kind friend etc...

Teachers can mark merits in the children's books to show excellent effort in their work.

Each child will have a credit card with their house colour on it. Children are responsible for colouring/marking off their own merits.

When a child has 10 merits they will post their merit card into the house coloured plastic wallet, which is pinned on the back of the classroom door.

On a Tuesday morning the year 5 and 6 team captains will collect up all of the merit cards and count up the number of points the team has won this week.

During Tuesday assembly the team captains will call out the names of the children who were awarded with 10 merits.

Key stage 1: They will stand up and receive a certificate.

Key stage 2: They will stand up and receive a 'mystickers' sticker.

The winning team will be awarded each week and displayed on the board in the hall. Showing the running total for the half term.

Each half term the children in the winning team will earn a reward. E.g. non uniform day, extra play, lunch first etc...

At the end of the half term, we start again.



12. Behaviour Flowchart

Praising Behaviour

Step 1: Reward Positive Behaviour. Praise children by identifying the Bruce Grove Benchmark the children are following. Be specific so all children are aware of the reasons why they are being praised.



Step 2: Moving up the Zones. Children should start every day on green. They should move up the behaviour zones when they are showing examples of positive behaviour. Children should not be moved up the zones for getting the answers correct.



Step 3: Aiming for Gold. Children should be aiming for gold. At the end of the day children who have made it to gold will receive a gold badge.
When a child has received 3 gold badges s/he can swap their badges for a prize.

Redirecting Behaviour

Step 1: Redirection and Rule Reminder. Children who display unacceptable behaviour should receive a redirection or rule reminder before being moved down the zones.



Step 2: Unacceptable Behaviour. After receiving a rule reminder if children are continuing to display unacceptable behaviour they should now be moved down the behaviour zones.
All children should be reminded to move back up the zones by following the Bruce Grove Benchmarks. The teacher may choose to keep children in to discuss and reflect on their behaviour. This is **not** reflection and should be supervised by the teacher personally.



Step 3: Yellow Zone. If a child ends the morning session on yellow they will attend reflection. Children should start the afternoon session on Green. If a child ends the afternoon session on yellow they will receive a yellow letter to the parents. All letters will be collected by the class teacher in the morning **or** they will attend reflection.



Step 4: Red Zone. Some behaviours warrant an immediate red letter/ phone call home. E.g. fighting, swearing, verbal abuse etc...
The child should be sent to designated members of the SLT to receive a letter and discuss the unwanted behaviour.
If you require assistance send for SLT.