



Behaviour Policy (including behaviour principles written statement)

At Brookwood Primary School we are dedicated to our HEART values and taking PRIDE in our Curriculum, so that every child and adult in our school can aspire and thrive to become their personal best in a safe, supportive, fair, caring and inclusive environment of unconditional care and unrivalled opportunities.

Statutory requirements and legislation

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special educational needs and disability \(SEND\) code of practice](#)

Aims

- To provide a safe, calm and respectful environment, where positive behaviour, and attitudes to learning and caring for others are encouraged and rewarded, so all children have an equal and fair chance to succeed and learn with respect and dignity, regardless of race, religion, gender, sexual orientation or disability, and eliminate all forms of discrimination, harassment and bullying.
- To promote the welfare of all children and good relations across the school community where everyone feels valued, safe and secure.
- To ensure all adults are consistent in their approach in dealing with both positive and negative behaviour.
- To consistently use the 'Going for Gold' reward system in school which encourages children to follow the Brookwood HEART values.
- To guide children in resolving issues using restorative approaches and encouraging self-regulation techniques through the Zones of Regulation.

Our Brookwood HEART values

Happiness
Enthusiasm
Aspiration
Respect
Togetherness

The HEART values are what bring the Brookwood School community together, and is a language used by both staff and pupils daily

Roles and Responsibilities

Pupils are expected to:

- Follow the school HEART values and behave in a responsible and respectful manner, including such times when they are representing the school during visits to other places or events, or when in school uniform travelling to and from school
- Take PRIDE in the curriculum and engage in lessons
- Accept responsibility for their behaviour and the consequence that may come with this
- Be kind to others

Staff are expected to:

- Take PRIDE in our curriculum so pupils are encouraged to be independent, articulate, motivated and aspirational through clear well differentiated, engaging lessons in a variety of learning styles
- Direct pupils' behaviour by modelling the Brookwood HEART values and giving positive praise
- Ensure consistency throughout the school by using the Going for Gold reward system and the Zones of Regulation
- Show unconditional care and compassion to every child and build positive relationships
- Follow school policy for reporting concerns relating to the behaviour of pupils (CPOMS), staff, governors, volunteers, visitors and parents/carers
- Be mindful that ALL behaviour has a reason
- Be kind to others

Parents and Carers are expected to:

- Support and respect Brookwood School's expectations and work in partnership with school staff
- Know and actively support the Behaviour Policy through discussions with their child(ren) as appropriate, role modelling and leading through example so that their children receive consistent messages about positive behaviour and expectations of the school
- Use any social media in relation to the school in a positive and kind manner
- Ensure their child(ren) adhere to the school's expectations; that they are in school on time, appropriately dressed in correct uniform, rested and equipped for the school day
- Be kind to others

The Headteacher and Senior Leaders will:

- Be visible
- Ensure all children's and staff's needs are identified and supported

- Support staff in managing pupils with challenging behaviour/complex needs
- Monitor behaviour to identify need and target intervention
- Model the HEART values and consistency throughout the school
- Empower all staff to uphold the Brookwood HEART values with all pupils
- Celebrate the pupils who consistently foster the HEART values and positive behaviour
- Be kind to others

Differentiated approaches to behaviour management

- Create a relationship with each child so that they want to behave
- Give verbal and nonverbal reminders
- Minimise opportunities for unwanted behaviour, as children who are engaged are less likely to behave inappropriately
- Gain each child's respect and trust, as they feel safer with clear and consistent boundaries
- Offer children the opportunity to have reflection time away from their peers
- Offer children 'time in' to have a restorative/behaviour conversation after an incident
- Record incidents on CPOMS
- Have involvement from SLT where safety or learning has been affected significantly
- Be internally or externally excluded in extreme incidents and as last resort.

In Class Management

- Clear lesson / curriculum differentiation to be in place in every lesson
- Going for Gold used consistently in the classroom and throughout the school day
- Going for Gold to be used as a teacher tool to analyse where in the day in specific, the child is experiencing issues
- Teacher to analyse their own classroom management and curriculum delivery especially around the times of day that are highlighted as an issue
- Teacher to ask/seek help from other staff if needed or unsure how to proceed

In School Management

- Refer to the SENCO, Pastoral Lead or a member of the SLT team
- Behaviour plan / pastoral programme to be written for the student and shared with all staff involved with the pupil
- Parent/carer contacted and asked to come in for a meeting with teacher and a member of SLT
- Behaviour plan to be shared with parents and pupil.

Outside Agency Support

- SENCO / Pastoral Lead / SLT to refer to Behaviour Support
- A plan to be implemented with behaviour support, the school and the parents.

Consequences of choosing not to follow the school HEART values

- The child may have to take time out to allow them to self-regulate/reflect
- The child may have to say sorry to the person they have upset
- The child may have to miss some of their playtime or lunchtime
- The child may have to do their work at lunchtime

- The child may be sent to work in another classroom
- The child may be sent to a member of SLT.
- The parents/carer of the pupil may be contacted
- The child may have an individual behaviour plans/risk assessment where necessary
- The Headteacher /SLT can issue an internal exclusion
- The Headteacher can issue a fixed term exclusion of 1 to 5 days.
- The Headteacher can action permanent exclusion.

Restrictive Physical Intervention

If a child is likely to injure or endanger themselves or others or is damaging property, we may choose to move the child. However, staff should not restrain a pupil if they feel that this would put their own safety or that of the child at risk.

It is preferential for a member of the SLT to be sent for to remove the child, but all members of staff will be fully supported if they have to remove a child from a situation as long as they are in line with the above statement. Care must be taken to remove the child in a calm and safe manner. All incidents of restrictive physical intervention must be reported to the Headteacher and recorded on CPOMS.

Going for Gold Reward System

The Going for Gold reward system is used in school from Reception to Year 6. Staff and children follow this reward system within the school, at playtimes, lunchtimes and on school outings. This reward system helps to promote positive behaviour at Brookwood School and supports our way of dealing with unwanted behaviour and promoting the HEART values through rewards.

- Each child begins their day with their name on START, and the aim is to move up to gold by the end of each day by following our school HEART values.
- Expectations are tailored to each individual child
- When the child demonstrates positive behaviour, achieves something, or demonstrates a HEART value, they will move their name up to bronze, then silver, and then gold if they continue to demonstrate positive behaviour, achieve, or demonstrate a HEART value.
- Once a child reaches gold, they are rewarded with a gold token to put into a weekly raffle draw during celebration assembly. The gold token will also be sent home with the child on a Friday to share their success with their families.
- Rewards will never be taken away from any child
- If a child breaks a HEART value and demonstrates unwanted behaviour a consequence will be explained and given to the child

Class Rewards

- Staff can give out stickers, and house points at their own discretion to reward achievements
- Each class has their own agreed reward system in place in addition to the 'Going for Gold' reward. The children and teacher choose what they would like to work towards for their reward. When the class or individual does something positive, they contribute towards the class gaining their reward.
- Rewards are never taken away from children and it is important the children have ownership of what they have achieved
- Each class has an 'I'm AMAZING...' jar to encourage positive behaviour, praise and self-esteem

Whole School Rewards

Awards

- During the weekly Celebration Assembly, the Headteacher will select at random up to 5 gold token awards to celebrate the achievements of the children who have reached gold during the school week. The children chosen will have the opportunity to choose a small gift for themselves.

House Points

- When a child arrives at Brookwood Primary School, they are allocated a house; Green, Blue or Red. The children collect house points and aim to be the team that gains the most points during the week. These results are announced weekly by the Team Captains in Celebration Assembly. The winning house point team are rewarded with a mufti day each half term
- House points can be given out by any adult in school at any point and can be used to encourage, motivate and/or reward.

Star of the Week – HEART value

- Each class team, Headteacher, Pastoral Lead and Sports Coach chooses two children to be their Stars of the Week. The child will receive this based on a HEART value they have demonstrated throughout the week. They write the reason the child has been chosen on a certificate and award it to child at the Celebration Assembly on a Friday so their peers can also celebrate their success with them.

The following school policies have been referred to in this policy

Touch and use of Physical intervention Policy

Anti-Bullying Policy

Complaints Policy

E-safety Policy

Curriculum Policy

Equality and Information Objectives Policy

Special Educational Needs and Disability Policy

Attendance and Punctuality Policy

Behaviour towards staff by parents, carers and visitors Policy

Uniform Policy

Safeguarding and Child Protection Policy

Date policy written: 6th June 2022

Date for next review: September 2023

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