



# POSITIVE BEHAVIOUR PROCEDURES

The Bromley Pensnett Primary School

# Behaviour Procedures

## The Bromley Pensnett Primary School








### Background

As a member of the drb Ignite Multi Academy Trust, we follow the Trust’s [Behaviour Policy](#). This can be found on our school website and also on the Trust’s website. These Positive Behaviour Procedures reflect how our school will follow and implement the Trust’s Policy and are contextualised to meet the needs of our unique school community. Meeting the diverse needs of our pupils will always be the foremost consideration of both the school team and the Trust.

### Creation of an environment with good relationships and learning behaviours

We believe that effective, transformational teaching and learning requires excellent behaviour and attitudes in all aspects of school life. As such, we aim to create a purposeful environment by paying attention to key aspects of our provision.

<p><b>Relationships at the centre of our vibrant school community</b></p>	<p>➔</p>	<p>We believe that strong relationships support pupils to feel safe and valued. We prioritise the building of caring and responsive relationships for everyone in school</p>
<p><b>Structures encouraging good learning behaviours, healthy relationships and self-discipline</b></p>	<p>➔</p>	<p>We have clear rewards, sanctions and consequences in place. These are supported by structures that encourage good learning behaviours and self-discipline. In addition, we train staff consistently to ensure that they are confident and able to effectively manage behaviour inside and outside of classrooms.</p>
<p><b>Promotion of self-awareness, confidence and esteem</b></p>	<p>➔</p>	<p>We encourage pupils to value, honour and respect themselves and others. We are proud to be engaged in the <i>UNICEF Rights Respecting Schools Programme</i> which helps our pupils become self-aware, confident and empathetic young people.</p>

<b>Provision of a safe environment</b>		<p>We ensure that there are always sufficient numbers of staff to ensure that pupils are physically safe and free from harm. In addition, we ensure that all pupils are taught about personal safety and that incidences of violence, bullying or harassment are not acceptable and will be dealt with swiftly and consistently.</p>
<b>Early intervention</b>		<p>We try wherever possible to be proactive rather than reactive when dealing with challenging behaviours and situations. This helps to keep school a calm and happy place for all pupils to enjoy their learning and friendships.</p>
<b>Strong relationships with parents/carers</b>		<p>We see parents and carers as partners in supporting children’s wellbeing and learning. We aim to build meaningful and reciprocal relationships with parents and involve them actively in reviewing and implementing all behaviour procedures.</p>
<b>Encouraging responsibility from the start</b>		<p>At every age, we actively teach and encourage pupils to take responsibility for their actions and to reflect on the impact for those around them.</p>
<b>Learning and improving together</b>		<p>We ensure that all behaviour incidents are reviewed by the staff team and that relevant lessons are learned and improvements made as required. Where further staff training is highlighted, this will be considered a priority.</p>

## Roles and responsibilities

Within school, there are a number of roles and responsibilities relating to the establishment and implementation of our Positive Behaviour Procedures. In addition, our trustees, senior leaders and staff work together to ensure there is no differential application of the procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. This is in line with the Trust’s equalities policy and statement. We also work together to ensure that the concerns of pupils are listened to and appropriately addressed.

### *Pupils*

Pupils are expected to take responsibility for their own behaviour and are made fully aware of our procedures and expectations. These are further highlighted through our Pupil and Parent Guarantees and Expectations Charter.

Pupils have a responsibility to ensure that any incidents of disruption, bullying or any form of harassment are reported to their class-teacher or a member of staff straight away.

### *Parents/carers*

Parents and carers are responsible for the behaviour of their child both inside and outside school. We have good relationships with our parents and encourage them to work in partnership with school in maintaining high standards of behaviour. We also encourage them to raise any issues arising from the operation of our procedures.

### *Staff*

Everyone working in school i.e. teachers, support staff and volunteers, are responsible for ensuring that our procedures are followed, and consistently and fairly applied both inside and outside school. Staff commitment to the implementation of our procedures is essential so that a safe and high-quality learning environment is created where pupils feel secure and cared for and can develop self-discipline and personal responsibility.

### *Headteacher and senior leaders*

The Headteacher and senior leaders are responsible for the implementation and day-to-day management of the Trust's Behaviour Policy and these Positive Behaviour Procedures.

### *Trustees and the Trust Board*

The Trust Board has responsibility for the establishment and implementation of a robust Behaviour Policy. This is kept under review in consultation with headteachers, staff and parents. The Trust Board ensures that the Policy is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Trustees support the school in monitoring and maintaining high standards of behaviour and expectations at all times through these Positive Behaviour Procedures.

## **Rewards, consequences and sanctions**

We believe that a school ethos of encouragement is central to the promotion of good learning behaviours. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued.

Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals, groups and whole classes. Sanctions are also needed to respond to instances of challenging or inappropriate behaviour.

We have a structured set of age appropriate sanctions which make a clear distinction between minor and major concerns. Their use is characterised by clarity of why the sanction is being applied and what change in behaviour is required.

### Rewards

Examples of rewards:

- Verbal recognition
- Move up the displayed behavioural ladder (as in snakes and ladders)
- House Points
- Stickers
- Postcards home
- Phone calls home
- Letters home
- Positive note to pupil
- Recognition in assembly
- Feedback to parent/carer at the end of the day
- Visit to another member of staff
- Whole school extra play

### Sanctions

- Non-verbal cue
- Verbal cue
- Verbal warning of a consequence
- Move down the behavioural snake (as in snakes and ladders)
- 5 minutes time out to reiterate expectations
- 5 minutes discussion at break time to reiterate expectations
- After 3 x 5 minute discussions at break time in one week, reflection time with a member of SLT and phone call home
- Meeting between a member of SLT and parents/carers

### Exclusion

Exclusion is extremely rare and occurs when a pupil's behaviour results in their removal from lessons for a designated period. Exclusions may be fixed term or, in very exceptional circumstances, permanent. Our school follows the Trust's Exclusion Policy and DFE Guidance on Exclusions.

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

We will only exclude a pupil when there is absolutely no other option to maintain a safe and secure learning environment for everyone. We will not do so without the full support of the Trust and in full consultation with parents/carers and any external agency involved with the pupil. However, the Trust will not shirk from taking appropriate action when necessary.

See the Trust Exclusion Policy for further detail.




## Bullying and peer on peer abuse

Every pupil has the right to attend a school free from bullying/abuse. We are committed to ensuring any report of bullying/abuse is taken very seriously:

- If bullying/abuse is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff as appropriate.
- The member of staff dealing with the incident will direct colleagues or will themselves conduct interviews and gather evidence about the incident and will then make an informed decision about the best course of action.
- Senior leaders will be kept informed at all times.
- Parents/carers will be informed of incidents and outcomes and will be involved in conversations as appropriate.
- Restorative and/or punitive measures will be used as appropriate and will follow consultation with all parties involved.
- A full record of any incident, actions and outcomes will be recorded on CPOMs allowing us to monitor effectively and ensure appropriate actions are taken and recorded.

## Monitoring, evaluation and review

These procedures are consistently implemented and monitored throughout school. They are also monitored through the Trust Improvement Board which reports directly to our Trustees. The effectiveness and fitness for purpose of our procedures is reviewed annually and signed off by the Trust Chair.

<b>Monitoring and review</b>	CEO, Headteacher, Trustees
<b>Links</b>	Trust Behaviour Policy Pupil and Parent Guarantees and Expectations Charter Child Protection and Safeguarding Policy and Procedures
<b>Staff responsible</b>	CEO Executive Director of School Improvement Headteacher Staff
<b>Committees responsible</b>	Trust Improvement Board
<b>Next review</b>	April 2023
<b>Sign off by Trust Chair</b>	 Date: 30th April 2022

**For note:**

Should there be any changes/further national guidance issued relevant to these Procedures, they will be updated accordingly prior to the review date shown above and referred to the next Trust Improvement Board meeting.

## Change Management

Issue no	Date	Change description
1.0	April 22	Full review