



# Brooke Primary Academy / Marshland Primary Academy

## Behaviour Policy

Reviewed By	Approved By	Date of Approval	Version Approved



## **Behaviour for Learning**

### **Rationale**

At the Brooke and Marshland Primary School Federation, we strongly believe that effective and positive relationships with children and young people are fundamental in promoting our high expectations for behaviour. It is vital that these relationships develop as a result of mutual respect and that children feel safe, valued and equipped with the skills necessary to realise their full potential. We wish to encourage excellent standards of behaviour across the federation at all times. We expect all of our children to be young ambassadors for both schools, at school and in the community. In order to do this there will be a consistent focus on praise and rewards for the children in order that they learn to value good behaviour.

We recognise that there will be occasions when children find it difficult to behave in line with expectations. This policy also identifies a system of sanctions for those who demonstrate unacceptable behaviour.

We believe that children are happier when they understand the expectations we have of them and when positive behaviour is reinforced. High self-esteem plays an important role in success and children learn best when they have positive, everyday experiences in a safe and nurturing environment.

### **Inclusion Statement**

We are educationally inclusive schools where the teaching and learning, achievements, attitudes and well-being of every pupil underpin everything we do; *at the heart of it all is the child*. We actively seek to remove the barriers to learning and make equality of opportunity a reality for our pupils, regardless of race, culture, gender or sexual orientation. We make this a reality through the attention we pay to different individuals and the groups of pupils within our school to ensure minimal risk of underachievement.

### **Responsibilities**

#### **Governors**

It is the responsibility of the governing body to agree and readily review this policy. They are also charged with the responsibilities of ensuring that all members of staff and volunteers adhere to the policy in full. Committees/groups will be established to carry out additional tasks as required.

#### **Executive Headteacher**

It is the Executive Head teacher's role to implement this policy and to ensure that a positive climate for learning is maintained at all times and to report to governors, when requested, on the effectiveness of the policy. Working with other stakeholders, the Executive Headteacher will regularly review this policy and ensure it is published annually. Staff will be supported in the implementation of this policy.



The Executive Headteacher will ensure there is a consistent and fair approach in the implementation of the policy and will support staff with this. There needs to be a strong sense of fairness and this needs to be visible for all. The Executive Headteacher will take overall responsibility for ensuring sanctions are reasonable and appropriate for the behaviour and with the use of Restorative Practice strategies, enable pupils to make reparation if appropriate.

It is the Executive Head teacher's responsibility to ensure the health, safety and welfare of all children, young people and adults in the schools. (See Health and Safety Policy)

The Executive Headteacher, or the most senior member of staff on site, has the responsibility of deciding upon and issuing fixed-term exclusions when behaviour is considered to be serious and when all other sanctions have been implemented. The Executive Headteacher has the right to exclude a child or young person with immediate effect if he/she considers the incident serious enough (See [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf))

### **Heads of School/SENCo**

In line with the federation's monitoring calendar, the impact of the behaviour system will be monitored by the Heads of School, and reported to the governing body.

The Heads of School, initially as a supporting role for the Inclusion Manager, will be expected to offer support, help and guidance to all staff implementing the behaviour policy.

It is the responsibility of the Heads of School to co-ordinate with outside agencies for specialist provision to improve behaviour for learning.

### **Assistant Headteachers**

It is the responsibility for the Assistant Headteachers to support class teachers to implement this policy. There is also a partnership system in place for children to be removed from one class if this helps support the individual's behaviour and improve the learning of others in the class. (Appendix I).

On occasions, it will be necessary for Assistant Headteachers to meet with parents alongside class teachers.

### **Class Teachers**

It is the responsibility of class teachers to ensure that there are consistently high expectations for behaviour and to demonstrate these expectations in everything they do. All pupils will be treated fairly in order that mutual respect and understanding is instilled. Teachers will strive to ensure all children behave so that effective learning takes place and individual potential is realised. Low-level disruption is not acceptable.



The systems that are identified in this policy need to be displayed in the classroom (See Display Policy) and maintained as a resource to promote excellence behaviour.

Class teachers will be responsible for recording behaviour and liaising with parents when necessary.

### **Support Staff**

It is everyone's responsibility to implement the federation's Behaviour for Learning Policy. Support staff should work in partnership with the class teacher to ensure that the Behaviour for Learning Policy is followed.

### **Parents**

This policy is published on the schools' websites and a copy is available on request.

The support of parents and home is an essential element in establishing and maintaining good behaviour. The correct partnership between home and school will help to support individual pupils and at the same time create conditions in which the highest standards of learning and behaviour can flourish.

Parents will be regularly informed of their child's rewards and achievements through a range of communication methods, including newsletters, the DOJO App etc. If the school has to apply consequences for a child's behaviour, parents will also be informed and should support the actions of the school. If parents have any concerns about their child's behaviour they should initially contact the class teacher. If the issue is not resolved then it may be necessary to involve a member of the Senior Leadership Team. If there is still no resolution then the Complaints Policy must be followed.

**A member of staff will only talk about a child's behaviour with their parents/ carers. It is not appropriate to discuss rewards and sanctions with someone who does not have any parental responsibility.**

### **Other Policies**

Safeguarding Children and Young People, Anti-Bullying, Complaints, Teaching and Learning.