



**Branscombe CE Primary School, Broadhembury CE Primary School and  
Farway CE Primary School**

**Behaviour Policy**

<b>Responsible for review</b>	
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<b>Due for review: Spring</b>	<b>Approved by Governing body on</b>	<b>Head teacher signature</b>	<b>Chair of Governors signature</b>
<b>2015</b>			
<b>2017</b>			
<b>2019</b>			

*"Good behaviour is a necessary condition for effective teaching to take place."  
(Education Observed 5 - DES 1987)*

The Governing Body of The Jubilee Federation accepts this principle and seeks to create school environments which encourage and reinforce good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. This policy is based on Christian Teaching particularly the example of forgiveness.

Within The Jubilee Federation we believe that all children have the right to learn, to feel safe and to be happy at school. We believe in an environment that encourages children and builds self esteem, so that the children become confident, mature and independent learners and members of society.

Good behaviour and discipline are key foundations of good education. Without an orderly atmosphere effective teaching and learning cannot take place. We as a federation recognise it is our responsibility to establish whole federation baselines for acceptable behaviour and make these clear to staff, children, governors, parents/guardians and visitors. *There will be cases for certain children who have particular needs where an adapted version of this policy will be necessary.*

## **Aims**

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.



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- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the federation's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- To ensure that all teachers are fair, firm and friendly.
- To ensure children are taught how to behave appropriately and rewarded when they do so.
- To encourage all staff to be consistent in their approach to behaviour management.

In order to support these aims, we have put into place a structure for managing behaviour within our schools that is agreed and understood by all members of the federation community.

Our Criteria for developing this plan is based on:

- A teacher's right to teach
- A pupil's right to learn
- The right to be safe, both psychologically and physically, in the school.

**School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all, regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all.

The staff within The Jubilee Federation will promote good behaviour through assemblies, setting a good example, senior staff being visible in the playground and in the dining areas, and through the taught PSHE curriculum which will incorporate the SEAL (Social and Emotional Aspects of Learning) materials provided by the DCSF.



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**Principles**

In order to enable effective teaching and learning to take place the federation seeks to provide a safe, secure and caring environment in which positive behaviour is taught and consistently expected in all aspects of school life.

Children are entitled to:-

- a safe and secure environment conducive to effective and stimulating learning
- consultation about school behaviour guidelines and expectations
- adults within the school setting a good example
- freedom from physical and verbal abuse in school
- a fair consistent, clear and calm approach to discipline from the federation
- a clear set of guidelines and expectations about their behaviour in school
- have a voice and be listened to in school.

Staff in school are entitled to:-

- a safe and secure environment conducive to effective and stimulating learning
- freedom from physical and verbal abuse in school
- insist on a high standard of acceptable behaviour from children
- expect parents to help prepare their children to meet the federation's expectations in ways acceptable to the school community
- implement agreed sanctions when children behave in unacceptable ways, with support from the senior management team when required.
- have a voice and be listened to in school.

Parents are entitled to:-

- expect the federation to maintain a safe and secure environment conducive to effective and stimulating learning
- regular information and consultation with the school about their child's progress and behaviour
- a clear set of guidelines and expectations about their children's behaviour in school
- early notification from the school of any problems relating to their child's behaviour
- opportunities to help the school address their child's behaviour difficulties
- have a voice and be listened to in school.

**Roles and Responsibilities**

**Promoting positive behaviour is the responsibility of the whole school community.**

- All staff should support and consistently implement the policy
- Parents should work in partnership with the school to maintain high standards of behaviour



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- Children should adhere to the expectations of the school and learn from those occasions when they fall short in this respect
- Governors should discuss and agree policy, make recommendations, support its implementation and contribute to the process of evaluation

**The Right to Search**

If theft or the carrying of an inappropriate item onto school grounds is suspected, the school reserves the right to search pupils' trays and personal effects although permission will be sought from the pupil in the first instance. If the pupil refuses the search, the bag or tray may be confiscated, the parents will be called and asked for permission before the search is undertaken.

**The power to discipline beyond the school gate**

The Jubilee Federation expects the pupils of the schools to act as ambassadors for the school while out in the local community. If a child or children undertakes inappropriate behaviour while out in the local community and it is reported to the school, the school may contact the parents and discuss with the children involved, the nature of the behaviour and the impact that this behaviour can have on themselves, the school and the community.

**Expectations**

Children are expected to:-

- attend regularly and be punctual
- wear the correct school uniform for their school within The Jubilee Federation
- be positive about learning and always try their best
- treat everyone and everything in the federation community with consideration and respect
- follow the federation/site/classroom rules at all times.

Staff are expected to:-

- support and consistently implement the policy
- attend regularly and be punctual
- dress in an appropriate way
- follow the staff code of conduct
- treat everyone and everything in the federation community with consideration and respect.

Parents are expected to:-

- ensure their child attends regularly and punctually
- ensure their child wears the correct school uniform
- be positive about their child's learning and encourage them to always try their best
- treat everyone and everything in the federation community with consideration and respect.



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#### **As a School we do NOT Tolerate**

- Bullying or racial harassment (see School Policies)
- Bad language or bad manners
- Stealing
- Leaving School without permission
- Vandalism
- Dangerous behaviour

#### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, an appropriate amount of challenge within lessons/activities and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Oral feedback, marking and record keeping can be used both as a supportive activities, providing feed-back to the children on their progress and achievements, and as signals that the children's efforts are valued and that progress matters.

#### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they, and their efforts, are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good learning. Criticism should be a private matter between teacher and child.

#### **Support Systems**



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**Support Systems for Children**

In addition to regular teaching and learning about positive behaviour within the federation community, some children will need extra provisions to help them adhere to the school expectations. These may include the following:-

- PHSE curriculum that reflects and reinforces the school's ethos.
- Class teachers and TAs support children within their own classes.
- Behaviour Care Plans and Individual Behaviour Plans are drawn up with children, class teachers and parents wherever possible.
- Class teachers refer children to the SENCo for additional support which may include sessions out of class, nurture sessions, individual counselling or further referral to other agencies.
- A Pastoral Support Plan (PSP) will be set up for children at risk of exclusion.
- DAF meetings will be used as a vehicle for planning support for individual children, when appropriate.
- Thrive Programme - a specific way of working that helps to develop a pupil's social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubled or troubling behaviours, providing a firm foundation for academic attainment.

**Support Systems for Staff**

All staff are expected to deal with behaviour issues at the time and whenever it occurs within the school. The following additional support structures are in place for staff:-

- Advice and support from colleagues
- Discussions with the SENCo which may lead to referral to Behaviour Support Services, Educational Psychologists etc.
- Good quality and updated behaviour training/inset
- External support line e.g. the LA counselling service

**Support Systems for Parents**

Parents should expect to be involved at all stages in their child's education, in particular, where their behaviour affects the teaching and their learning. We know that children learn best when parents are actively supportive.

The SEN Co-ordinators take a key role in supporting children and parents when their child's behaviour is becoming difficult. This could be in the form of regular meetings or phone calls, agreeing clear actions to help improve the child's behaviour, as well as communicating clearly with parents whose children have also been affected by the child's behaviour.



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The SENCo is available to support parents whose children are experiencing difficulties, both inside and outside of school. This may result in referrals to the following:-

- Parent Support Advisor
- Sidmouth/Honiton Children's Centre
- Local Initiatives
- Social Services
- Children's Integrated Services
- Other Support and Advisory Services
- Targetted Families
- Early Help

**Rules and Procedures**

Our Rules and Procedures are based on the Assertive Discipline model and are designed to make clear to the children how they can achieve acceptable standards of behaviour.

We believe rules and procedures should:

- be kept to a necessary minimum
- be positively stated where possible, telling the children what to do rather than what not to do
- be developed with the involvement of those to whom they apply
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole team.

All children have been involved in creating the 'Children's Aims' in each individual school. These are known as 'The Branscombe Waves', 'The Broadhembury Bridges' and 'The Farway Orchard'. They are displayed around the school.





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**Branscombe C of E Primary School  
Children's Aims  
We will try to:**



**The Branscombe Waves**

*Broadhembury Bridges*

We will try to:

- be joyful, happy and always wear a smile
- be respectful and considerate to everyone
- be good learners by working hard and trying our best
  - be honest and forgiving
- be helpful, loving and look after each other.





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*We will try to:*

*be responsible, honest and reliable.  
be positive, hard working, confident learners.  
be helpful to each other and show love and respect.  
be good friends; kind, caring, considerate & play together well.  
work well as a team, be trustworthy and treat others as we would like to be treated.*

Under the umbrella of these whole school Children's Aims, each class will have its own Behaviour Agreement. This is developed at the beginning of every academic year and is a set of positively phrased set of classroom rules, devised and negotiated between the teachers and the children. This will be clearly displayed around the classroom and will be regularly referred to by the class teacher.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for positive behaviour should be as high as for good learning.

The federation will follow a consistent approach to rewards. There is a weekly focus both on the promotion of working positively as teams as well as ensuring there are individual awards. The



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children throughout each school will be divided into 'team groups' and there will be a chart within each class where children can be awarded points for their team. During the weekly sharing assembly a trophy (designed by a child and made at the Branscombe Forge) will be awarded for that week's winning 'Branscombe Knot Team', 'Broadhembury Bridge Team' and 'Farway Orchard Team'.

To reward individual achievements each week two children from every class in the federation will be awarded 'Branscombe Wave Awards', 'Broadhembury Bridge Awards' or 'Farway Orchard Awards' for specific effort with one of the children's aims in the appropriate school. These can be displayed in the entrance hall and reported on the school newsletter.

For children following special education plans, individual sticker charts could also be used. The class teacher could link these into the school team system as appropriate.

	Definition of behaviour	List/explanation of rewards
<b>Level 1</b>	In class rewards that are available to all children at any time who demonstrate good examples of expected behaviour and/or learning	<p><b>Verbal praise</b> Include child's name, description of behaviour and how it's helping their learning when appropriate</p> <p><b>Team points</b> Each child belongs to a team (Broadhembury Bridge Teams, Branscombe Knot Teams and Farway Orchard Teams) which they can earn points towards the 'team trophy' which is awarded on a weekly basis and was designed by the children and made at the Branscombe Forge</p> <p><b>Stickers</b> Freely given by all staff</p> <p><b>Class system</b>, e.g. marbles in a jar, when the whole class demonstrate good behaviour they can award a marble in the jar, which when full can lead to a class treat chosen by children</p> <p><b>Parental communication</b> The class teacher may feel it necessary to speak with parents after school or telephone them for a brief conversation praising their child.</p>
<b>Level 2</b>	Regular rewards available within whole school system for children who demonstrate excellent examples of expected behaviour and/or learning	<p><b>Parental communication</b> A 'praise postcard' written by the teacher to inform parents of the excellent behaviour or learning demonstrated by their child, and where appropriate, work photocopied to be sent home.</p> <p><b>Sent to another member of staff</b>, e.g. previous class teacher, TA who works with them outside of class etc, who will verbally praise them and may also use a reward from level 1 or level 2, e.g. sticker.</p> <p><b>Contribute to Whole School Magic Moments Skyline Display</b> Children can be asked to write their achievement or positive behaviour on a strip of paper that becomes a 'floor' in one of the skyscrapers on the display</p> <p><b>Sharing Assembly</b> Two children from each class are chosen by the class teacher every week to receive a certificate in assembly for their excellent behaviour or learning that week which links to the Children's Aims.</p>



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		Certificates can be displayed in the entrance hall before being sent home with the child. The reward is also listed in the weekly newsletter. Sharing assembly can also be used to celebrate other significant achievements, e.g. reading award in a term, sports award, sharing their learning etc
<b>Level 3</b>	Behaviour and/or learning that is significantly 'above and beyond' what is expected	<b><i>Sent to Executive Head Teacher (or telephone Headteacher when at a different site)</i></b> Who will verbally praise them and give them a special award, e.g. special sticker that can only be earned when sent to the Head Teacher.
<b>Level 5</b>	Whole school rewards that recognise exceptional behaviour over the term/year	<b><i>End of Term/Academic Year Achievement</i></b> Assemblies at the end of each term could present pupils with certificates for achievements throughout the term. At the end of the summer term, children are nominated by all members of staff to receive the 'Spirit of Devon' Award. These children will have demonstrated exceptional behaviour across the year. One child is chosen overall to receive the 'Spirit of Devon' award which is presented during an end of year event.

### Sanctions

We try, if at all possible, to manage behaviour through a low key approach and mutual respect between adults and children. Rewards are central to the encouragement of good behaviour, but realistically there is a need for sanctions to register the disapproval of unacceptable behaviour, and to protect the security and stability of the school community.

If a child breaks any of the agreed rules there will be a sanction. Sanctions should be applied consistently and fairly resulting in boundaries being clearly drawn and therefore good behaviour promoted. All incidents of poor behaviour will be dealt with at an appropriate time. All members of staff are responsible for promoting good behaviour across the school and must, therefore, be responsible for not accepting inappropriate behaviour.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.



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- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the child that is criticised.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Head of Teaching and Learning and/or Executive Headteacher, letters to parents and ultimately and in the last resort, could extend to exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Raised voices by members of staff should be kept to a minimum.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Behaviour Support Service may be necessary.

In the writing of this policy, the parents and children have been consulted about the sanctions that they feel are appropriate.

It was felt appropriate by staff that Mrs Gray (Headteacher) would only become involved with a behaviour issue once the incident had been repeated several times or for more severe incidents e.g. serious bullying, vandalism, physical incidents e.g. kicking, fighting, biting etc.

If a child has not completed their independent learning as a result of unacceptable behaviour, then they will be asked to complete this during play/lunch with the teacher/teaching assistant.

**Communication and parental partnership**

We give high priority to clear communication within the federation and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher and other staff so that strategies can be discussed and agreed before more formal steps are required.

To support the above, when a particular child's behaviour begins to regularly cause concern, or when a child demonstrates behaviour from Level 3 or above, then the member of staff dealing with that child must complete a Behaviour Log (APPENDIX 5). The Behaviour Log categorises the behaviour, gives factual detail of the incident, action taken of initial adult and then this is



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passed onto a member of the Senior Leadership Team who will then note on the same form their action taken and note down any conversations had with parents (both of the victim and the perpetrator). It is useful to have a record of events, which may reveal a pattern, and may be useful to be able to demonstrate to parents or other professionals what the nature and frequency of problems have been and how they have been addressed.

The Behaviour Incident Report Book (APPENDIX 6) will be filled in following any behaviour that results in a child being physically restrained by a member of staff (see separate Physical Restraint Protocol). Restraint should only be used as a last resort. This will only be for cases where the child is putting themselves or others at serious risk of harm. Any entries into this book must be followed by a debriefing discussion with a member of the SLT. The discussion will be minuted in the book alongside the report.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further sanctions will be discussed with the parents.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. The school believes that parents have a responsibility for helping their children to behave well. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

**If children deliberately damage or vandalise property and equipment, parents will be asked to contribute to its replacement or repair.**

### Sanctions

The following sanctions will be used progressively by all members of staff in the EYFS, KS1 and KS2. However, certain behaviours will be treated immediately at the appropriate level, e.g. considerable damage to property; will receive an immediate level 4 response.

	Definition of behaviour	List/explanation of sanction procedures
<b>Level 1</b>	In class, progressive sanctions that are enforced within class for all children who are not demonstrating expected behaviour. This could be behaviour such as calling out, bad manners, low level disruptions, etc.	<p><b>Verbal praise</b> Praise children showing appropriate behaviour to encourage the child to cooperate and comply with rules. Staff will intervene to try to prevent the child moving onto the next consequence.</p> <p><b>Verbal warning/Name on Board</b> The child will be given a clear concise warning. This will state inappropriate behaviour and warn the child of the next consequence. When a child is given a warning their name will be recorded on the board it can be removed when the adult feels that the child has made a real effort to improve their behaviour</p>





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		<p><b>Moved within classroom</b> The child will be asked to move from their activity/seat to another place within the classroom i.e. next to adult, to another seat, away from peers etc. The child will be given a clear explanation of the behaviour required for them to return to their original activity/seat and warned that if behaviour continues they will receive the next consequence.</p> <p><b>'Time out' in another classroom</b> This is usually where the behaviour is disturbing the rest of the class and the child will be asked to go to a different class for a fixed period of time to complete their work or to sit and calm down. We do not ask children to stand outside the room, in the corridor, if they are unsupervised. Time out may also be loss of free time, break time (pupil will be supervised by class teacher/TA) and/or privileges. Time out will depend on the child and the situation. It will usually last until the child becomes calm. Once the behaviour has improved, the staff will adopt a 'fresh start' approach.</p> <p><b>Parental communication</b> The class teacher may feel it necessary to speak with parents after school or telephone them for a brief conversation.</p>
<b>Level 2</b>	Sanctions that are available within the whole school system for children who regularly do not demonstrate expected behaviour and have already received sanctions from Level 1. Other behaviours such as stealing and minor damage to property could be within this level.	<p><b>Parental communication</b> A letter will be sent to invite parents into school to meet with the class teacher to discuss how they can support school in improving their child's behaviour.</p> <p><b>Alternative classroom arrangements</b> Following the meeting, it may be agreed that the child changes seats in the classroom, has a timer to prompt them to complete work/tasks quicker, has responsibility of a job in the class, etc</p> <p><b>Weekly contact with parents</b> Following the meeting, it may be agreed that the class teacher gives the parents a 'weekly update' on the child's behaviour, in the aim of it returning to Level 1. Weekly contact may be a face to face meeting or a phone call.</p> <p><b>'Think sheets'</b> The child is to complete an appropriate Think Sheet (APPENDIX 4), with support from an adult if necessary, to reflect on how their behaviour has consequences. For younger children, this may be a verbal discussion.</p>
<b>Level 3</b>	Behaviour that is continually not meeting school's expectations and/or is of a more serious nature or child not accepting sanctions from level 1 and/or 2. Behaviour such as repeatedly hurting or upsetting others, refusing to complete work, bad	<p><b>Sent to Executive Head Teacher</b> The child will be sent to the Executive Head Teacher (or Head of Teaching and Learning/Teacher in Charge – depending on availability) to discuss their behaviour.</p> <p><b>Parental communication</b> A 'Blue Letter' (APPENDIX 1) will be sent to invite parents into school to meet with the Head Teacher or Head of Teaching and Learning to discuss how they can support school in improving their child's behaviour.</p> <p><b>Weekly contact with parents</b> Following the meeting, it should be agreed that the Class Teacher (in communication with The Head of Teaching and Learning) meets with</p>



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	<p>language, vandalism etc could be included within this level.</p>	<p>the child's parents at the end of every week to give a 'weekly update' on the child's behaviour, in the aim of it progressively returning to Level 1. Small targets may be set for the child, e.g. less than 3 behaviour incidents a week to begin with. Weekly contact may be a face to face meeting or a phone call.</p> <p><b>Behaviour Book</b></p> <p>Following the meeting, it may be agreed that the child is to be given a 'behaviour book' so that their behaviour for each session is closely monitored. For each session, including break and lunch times, the child is given a grade by a member of staff responsible for that session. At the end of each day, the child is to meet with the Class Teacher to reflect on their behaviour that day. The book will then go home where parents can comment on the behaviour record and communicate any positive or negative behaviours at home. This will be reviewed every week as part of 'weekly contact meeting' and will involve target setting.</p>
<b>Level 4</b>	<p>Behaviour that is significantly more serious than behaviours demonstrated at Levels 1-3 or that is escalating. This may include behaviour such as significantly hurting a child, refusal to remain in class or school site, bullying or racial incidents, fighting, considerable damage to property, or not complying with sanctions given by Assistant Head Teachers.</p>	<p><b>Sent to Assistant Head Teacher or Head Teacher</b></p> <p>The child will be sent to the Executive Head Teacher (or Head of Teaching and Learning/Teacher in Charge – depending on availability) to discuss their behaviour.</p> <p><b>Parental communication</b></p> <p>A 'Blue Letter' (APPENDIX 1) will be sent to invite parents into school to meet with the Head Teacher to discuss how they can support school in improving their child's behaviour. The meeting will also explain the next steps of action if this unacceptable behaviour continues. See possible actions below.</p> <p><b>Internal exclusion</b></p> <p>Where appropriate, a child will receive an internal exclusion for a fixed period of time. This will involve the child working in a separate area from the classroom under the supervision of a member of the Senior Leadership Team. The child will spend the time completing work set by the class teacher, which reflects the learning taking place in class. If a child refuses to accept the internal exclusion after a session, i.e. between break and lunch then they are at risk of receiving an external exclusion. When a child receives an internal exclusion, a member of the Senior Leadership Team will phone the child's parents to inform them of the sanction.</p> <p><b>Individual Behaviour Plan</b></p> <p>A child who continues to demonstrate behaviours at level 3 or above and the child is not responding to the enforced sanctions, a formal discussion will take place with the class teacher and Headteacher and an 'Individual Behaviour Plan' will be drawn up. The IBP is for the child and sets short term, measurable targets to address the unacceptable behaviour being displayed. This will be reviewed every day with the Head of Teaching and Learning, as well as used throughout the day with other staff to help the child remain focussed on their target/s for good behaviour.</p> <p><b>Behaviour Care Plan (BCP)</b></p> <p>A child who continues to demonstrate behaviours at level 3 or above and the child is not responding to the enforced sanctions, then a formal discussion will take place with the class teacher and</p>





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		<p>Headteacher and a Behaviour Care Plan will be drawn up. This will include; behaviours and challenges, procedures and sanctions, triggers, strategies to avoid, and positive behaviours and rewards. The BCP should be shared with child and parents. It is advisable, where appropriate, for the child to be part of writing their BCP, e.g. thinking of rewards they like and agree sanctions they think appropriate. A BCP is a procedure to follow for school staff.</p> <p><b>Thrive support</b></p> <p>The Thrive programme helps support children with emotional, social or behavioural difficulties. If the Head Teacher feels that this support is a priority for the child, then this support will be arranged depending on level of need.</p>
<b>Level 5</b>	<p>When a child is at risk of external exclusion, despite all support systems in level 1-4 and/or an incident of a serious nature has occurred, e.g. considerable physical assault against pupil of member of staff, racist abuse, considerable damage to property, persistent bullying</p>	<p><b>Parental communication</b></p> <p>A 'Blue Letter' (APPENDIX 1) will be sent to invite parents into school to meet with the Head Teacher to discuss their child's behaviour and the next steps of action. A plan will be put in place to try and de-escalate the child's behaviour and prevent external exclusion.</p> <p><b>Outside agency involvement</b></p> <p>If no outside agencies are involved yet, then this will be arranged usually with parental consent.</p> <p><b>Alternative in-school arrangements</b></p> <p>At the meeting it may be agreed for the child to have alternative provision to support their behaviour, e.g. go home for lunch.</p>

### Rewards and sanction procedures at lunch times

#### Rewards

Meal Time Assistants (MTA's) should use the same rewards as already described in the rewards table on the previous pages;

Level 1 behaviour = verbal praise, team points, stickers

Level 2 behaviour = sent to another member of staff for praise

Level 3 behaviour = sent to Head of Teaching and Learning or Executive Headteacher for praise

#### Sanctions procedure

Meal Time Assistants (MTA's) should follow the procedure below when tackling unacceptable behaviour at lunch time. To prevent poor behaviour, remind children how we play, suggest games, etc. If you can foresee a situation arising, take immediate action to diffuse the situation. Vigilant supervision on the playground is essential.

- A last and formal reminder that the behaviour is unacceptable



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- If no improvement the child has to stand quietly at an appropriate part of the playground to calm down and think about their behaviour for up to 5 minutes
- Child to be with an adult, hold hand (depending on age) or be by their side
- If child then stops the unwanted behaviour, make an effort to praise them.
- If the child then continues to behave inappropriately the child's name is put in the lunchtime behaviour book and the book sent to the Headteacher to take appropriate action. This may result in a Playground Report Card (APPENDIX 2) being completed daily for that child.
- For Level 3 behaviour (or above) a member of teaching staff is asked to help support the situation and invoke the sanctions for that level of behaviour
- Key Stage 2 children who take part in fighting will be asked to complete a 'fighting incident form' (APPENDIX 3) before they see a member of the Senior Leadership Team, which will give them time to reflect on their behaviour and 'cool off'.

**Exclusions**

Exclusion, whether temporary or permanent, is an extreme step and will only be taken in cases where:

- long term misbehaviour is not responding to the strategies in place and the safety and learning of others is being seriously hindered
- an incident of extreme seriousness has occurred
- in such circumstances where the head teacher see fit

Exclusion will take the form of either:

- internal exclusion where the child is withdrawn from lessons for a fixed period or
- external exclusion where the child is sent home for a fixed period of time or permanently.



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## **Behaviour Policy**



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# Appendix 1

**'Blue Letter'**

# Appendix 1

**'Blue Letter'**



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Behaviour Policy  
BLUE LETTER

Date.....

Dear Parent,

I have to inform you that your child.....has today been reprimanded  
for:-

1. Unacceptable behaviour .....
2. Fighting .....
3. Disruptive classroom behaviour .....
4. Bad language .....
5. Theft .....
6. Bullying other children .....
7. Spitting .....
8. Biting .....

In accordance with the school policy for keeping parents fully informed about their child's performance this Blue Letter is a formal report to you that the school is dissatisfied with your child's performance or behaviour. We should be grateful if you would telephone the school at your earliest convenience to arrange a meeting to discuss the issue and make a behaviour plan for your child. A record will be kept of the issue of this Blue Letter.

Further details of the incident: -

Katie Gray  
Executive Headteacher

Please sign below to indicate that you have read this letter and then return it to school.

---

I have received the Blue Letter concerning my child's performance / behaviour at school.

Signed by parent / guardian .....



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## Appendix 2

### 'Playground Report Card'



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**Pupil Behaviour – Lunchtime**

**Playground Report Card**

The Child needs to collect a signature from a named MTA for each trouble-free lunchtime.

At the end of the week, the child needs to take the card to the Headteacher and discuss the week's progress.

When a child has managed to collect a signature for each day, he/she no longer needs to use this card.

Date	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Date	
Monday	
Tuesday	
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Thursday	
Friday	

Date	
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## **Appendix 3**

### **'Fighting Incident Form'**



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**Fighting Incident Form**

NAME	DATE
------	------

WHAT HAPPENED?

WHO ELSE WAS INVOLVED?

WHAT COULD YOU HAVE DONE TO IMPROVE THE SITUATION?

WHO COULD HAVE HELPED YOU?

IS THERE ANYONE YOU WOULD LIKE US TO TALK TO? DID THEY SEE WHAT HAPPENED?

SIGNED

DATE



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# Appendix 4

## 'Think Sheets'



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### Behaviour Policy

## Think Sheet

I was not:      following directions      staying in my seat  
                     being respectful      being safe  
                     being responsible      listening  
                     other ...

and: (give details.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I should have: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Then \_\_\_\_\_  
\_\_\_\_\_

From now on, I will \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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# **Fixing Broken Rules**

The rule I broke was\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I broke the rule because:\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What should happen because I broke the rule?\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

From now on, I will\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My Apology:\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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Signature:\_\_\_\_\_ Date:\_\_\_\_\_

## Solving Problems

Problem: Write who, what, why and how the problem occurred\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What was the result?\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write two better ways to solve the problem:\_\_\_\_\_

1.\_\_\_\_\_  
\_\_\_\_\_

2.\_\_\_\_\_  
\_\_\_\_\_

How could I have prevented the problem:\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

In the future I will:\_\_\_\_\_

Signature:\_\_\_\_\_ Date:\_\_\_\_\_



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# Appendix 5

## 'Behaviour Log'





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**Behaviour Log**

Childs Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Adult \_\_\_\_\_

<b>Antecedent</b> (What happened immediately before B)	<b>Behaviour</b> (Observed behaviour, child's actions(s), as seen/heard and recorded)	<b>Consequence</b> (What happened immediately after B – record of child/adult conversation?)	<b>Action taken by SLT</b> including record of conversation with parent	<b>Consider changes</b> to environment/practice/ adult deployment



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## Appendix 6

### **'Behaviour Incident Report'** (For when restraint has been used)



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**Behaviour Incident Report**  
**When Restraint Has Been Used**

Childs Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Adult \_\_\_\_\_

Summary of incident from ABC Behaviour Log	Record of restraint used	Record of discussion with SLT regarding restraint used



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## **Behaviour Policy**