



Version (2)

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Motto

Our motto reflects what is most important to us and knowing that **Every child, Every day**, is in school, engaged in their learning, making good progress and being the best they can be.

Values

We have **7 Bramley Vale values** we will support the children in developing...

1. **Pride** – A strong sense of sense pride in their work, achievements and appearance. To support peers valuing and celebrating their personal achievements. To demonstrate a sense of pride in our school, environment and the wider world.
2. **Positivity** - A positive attitude and approach to learning and life and trying to see the good in each experience. To help spread positivity throughout the school and wider community.
3. **Independence** – Self-confidence and self-belief to achieve their own personal success, both academically and physically.
4. **Resilience** – A developing ability to bounce back after a difficulty and help others to do the same. To recognise the rewards associated with battling through and overcoming tough challenges.
5. **Kindness** – To be kind to themselves and take time to practice mindfulness. To be kind to others, understanding we all have needs, feelings and beliefs that deserve respect. To demonstrate sympathy and empathy.
6. **A sense of adventure** – A passion for adventure, an appetite for fun and a willingness to take sensible risks. To broaden their experiences and skills by taking the plunge when new opportunities arise.
7. **Creativity** – A confidence to express their creative flair and personal passions and develop their imagination and resourcefulness.

Aims

As a team, we work together to provide a safe, engaging learning environment with a unique 'family feel'.

We nurture the personal development needs of each learner and prepare our children for the future by developing confidence, a love of learning, positive relationships and coping skills.

We want children to have fun, play and laugh.



BRAMLEY VALE PRIMARY SCHOOL

Every Child Every Day

In order to further these aims, it is the responsibility of all members of our school community to:

- Promote behaviour which ensures the well-being and safety of all, so that everyone can make the most of the educational opportunities offered to them
- Be proactive and to take appropriate action when behaviour is not conducive to safety, well-being and learning
- Work in partnership with pupils, parents and carers and the wider community to deal with inappropriate behaviour both on the school site and within the community

We believe that:

- Rules work best when they are clear, simple and few
- Pupils of all ages need to be able to understand and abide by these rules, so that there is a consistent approach throughout the school
- We believe that reward and positive reinforcement are the best paths to good behaviour, underpinned by a system of firm and fair sanctions when this becomes necessary

Consequently, we believe that these simple rules can be the basis for a Conduct Code at Bramley Vale:

- ❖ Show respect to all and use good manners
- ❖ Do not hurt others
- ❖ Take care of our school and respect other people's property
- ❖ Move safely and smartly around the school site
- ❖ Take responsibility for yourself, your presentation and your equipment

At the beginning of each new school year, each class draws up a set of CLASS rules based upon this Code.

Rewards:

All members of our school community who adhere to our Conduct Code will benefit from the system of many rewards which we have in place:

- ✓ Praise from others, including staff or peers
- ✓ Tokens or stickers given regularly for kindness, good attention, effort and work
- ✓ Individual Certificates for collecting tokens bronze (32) silver (64), gold (128)
- ✓ One child from each class is nominated to be a star by their class teacher each week - these children are awarded with a Certificate to take home in Friday's special assembly – parents are also invited

- ✓ A weekly House Trophy award is given for the house which collects the most 'tokens' for good behaviour, effort and kindness etc. throughout the week
- ✓ Top table award where children sit at a special table for the week
- ✓ Cup of tea award where the Head selects one child to bring a friend for a cup of tea and chat
- ✓ Mini-leaders awards for effort at lunchtime – given by the mini-leaders (Year 5/6)

Consequences for inappropriate behaviour:

Children who behave inappropriately will be subject to the school's range of sanctions as outlined in this Behaviour Policy.

Repeat incidents will involve stronger sanctions, including notification to parents.

If the incident is judged to involve bullying, or racial harassment, then these policies will also apply, and strategies therein may be applied to help the child to change their behaviour.

Inappropriate behaviour may involve:

- Threatening the safety and well-being of another member of our school community, physically (eg hitting), verbally (eg swearing) or emotionally (eg saying mean things)
- Causing damage to our school site, equipment, or other people's personal property (this includes kicking things about and slamming doors)
- Incitement of others to behave in inappropriate ways
- Disruption of theirs or others learning or creating an unpleasant working environment which damages the education of others, including persistent talking or calling out when listening is required
- Behaviour which causes humiliation, offence or distress or interferes with the performance of others
- Reacting to verbal warnings/reminders in an unreasonable manner eg. Sulking, walking out of a room, eye rolling, answering back
- Being disrespectful to peers and particularly adults in the school

Classes have lots of rewards for positive behaviour. However, the following sanctions structure will be applied fairly and firmly to any pupil who does not adhere to the conduct code:

Level one: Warnings from the teacher/staff member

Level two: Written in class behaviour book, missed break and text to parents



BRAMLEY VALE PRIMARY SCHOOL

Every Child Every Day

Level three: Sent to KS leader or deputy head, some time-out and text to parents

Level four: Sent to headteacher, meeting with parents required and sent to another class for 24 hours

See appendix one for levels of behaviour.

If behaviour is still more serious and persistent than this, exclusions may be considered.

The length of fixed term exclusions will increase if the child's behaviour does not change. Beginning with one day, then two days, then three days, then five days x2 and then permanent exclusion. This is only for children who are returning from an exclusion and are not changing their behaviour and will only be used when absolutely necessary and all other strategies have failed. Children with behavioural issues will be supported to change their behaviour in school. For example, they may be referred to listening ear, nurture, Behaviour support, educational psychology and a family resource worker (MAT team).

Dinner time: Managed by midday supervisors, any misbehaviour will result in a time-out. Any more serious misbehaviour written in midday behaviour book to be passed on to teacher to decide on level of behaviour. If level 4 behaviour then the midday supervisor will send straight to a member of the leadership team.

Assembly: Any misbehaviour will result in a warning, then moving the child to the front of assembly, if poor behaviour continues we will send out of assembly and follow the levelled behaviour grid. Children will sit in an assembly place chosen by the teacher.

Responsibilities:

The Governing Body is responsible for:

- Agreeing and publishing the school's Behaviour Policy
- Working together with the head teacher to ensure that the policy and its related procedures and strategies are implemented

The Head Teacher is responsible for:

- Implementing the Behaviour policy and its procedures and strategies
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support in order to fulfil their responsibilities
- Taking appropriate action against staff or pupils who do not adhere to the whole school behaviour policy

- Monitoring the policy and procedures and bring them to the Governing body for review at an appropriate time

All staff are responsible for:

- Promoting the Behaviour Policy and procedures
- Identifying, challenging and acting upon inappropriate behaviour around the school

We consider that all pupils are responsible for:

- Their actions and behaviour both in school and in the wider community according to their stage of maturity
- Helping to review the school's Behaviour Policy and procedures through the School Parliament and through their input in their class Circle Times/PHSE lessons

Parents and carers, the wider community and other agencies are involved in the process through:

- Access to School literature, including the School Prospectus, includes the School's Behaviour procedures which will form the basis of our Home-School Agreement
- Being aware of our policy and procedures
- Supporting the school staff in the implementation of the behaviour policy
- Ensuring that their children clearly understand those behaviours which the school considers unacceptable and the systems of rewards and sanctions which are employed

Monitoring the effectiveness of the Behaviour Policy:

- Reporting and analysis of the level four behaviours are reported to the Full Governing Body Committee as part of a regular review of school Behaviour (as part of the Headteacher's report)

Reviewing and Assessing School Policies:

- As the school policies are reviewed, we will check their effectiveness and impact upon the behaviour of all members of our school community. Amendments will be made as appropriate.

Promoting the Behaviour Policy and Procedures:

- The policy will be subject to consultation with staff, parents and carers, governors and also with pupils, at a level appropriate to their understanding
- Copies will be included in the Staff handbook and shared with supply staff, volunteers and students
- Pupils will be made aware of issues around behaviour, in their daily classroom activities, through assemblies and PHSE lessons.
- The School Parliament will be able to raise behaviour issues as part of their role.



BRAMLEY VALE PRIMARY SCHOOL

Every Child Every Day

COMPLAINTS

If a member of our school community is not satisfied with the steps taken as a result of an incident that arises from inappropriate behaviour, they should use the school's Complaints Procedure, available from the school office.