



BRANSTON JUNIOR ACADEMY

BEHAVIOUR POLICY

1.0 Scope

This Academy has the following aspirations:

Life is an unwritten page...our mission is to prepare children for an exciting and unknown future by encouraging Resilience, Reflection, Responsibility, Respect and Relationships. Together we will support children to write their own unique adventure, because 'Learning is a habit for life'.

BJA Mission Statement

At Branston Junior Academy, our five key values of respect, relationships, reflection, responsibility and resilience underpin everything we do.

2.0 Overview

We aim to provide a safe, caring learning environment, free from any threat or fear, to allow children to have opportunities to:

- learn effectively
- improve life chances
- help them maximise their potential
- learn effective strategies to deal with their emotions and situations which may occur, so they can cope now and in later life

Our behaviour policy is also underpinned by 4 main rights

- All adults have the right to teach.
- All pupils have the right to learn.
- Everybody has the right to be safe and feel safe.
- Everybody has the right to dignity and personal respect.

The school has a responsibility to proactively minimise opportunities for child-on-child behaviour incidents.

These can include:

- promoting positive behaviour in our school through the 5Rs and the 4 rights to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other.
- a shared understanding of the signs and symptoms that indicate someone may be experiencing bullying
- zero tolerance for offensive language or comments
- Pro active teaching and learning regarding online safety and positive relationships online.
- regular inclusion of positive behaviour strategies in assemblies
- actively celebrating diversity and promoting inclusion
- creating a PSHE curriculum that teaches pupils how to foster positive relationships with others

- Emphasising the bullying message in school so that children know the signs of bullying and what to do if they see it happening.
- actively promoting protected characteristics
- Using trauma informed practice to provide children with a Nurture space where children can be supported to recognise key emotional and social literacy skills.
- Use trauma informed practices to provide a nurture space for children to re regulate when necessary.
- All staff will model the behaviours they wish to see children present.

3.0 Managing behaviour at Branston Junior Academy

The Academy believes that good behaviour is essential for maintaining a well-ordered learning environment, where effective teaching and learning can take place and where the safety and welfare of all can be ensured.

We believe that all children should be treated with dignity and respect. As a staff we need to be aware of factors that may inhibit good behaviour such as hunger, home circumstance or previous trauma.

Where previous trauma has been a factor in children's behaviour the school's nurturing space and systems will support children to regulate where necessary and proactively develop key emotional literacy skills.

4.0 Staff training

All staff undertake internal 'Behaviour Management Training' and/or additional training as specific children's needs change. Where relevant, external advice/training may also be utilised. This may include but is not exclusive to behaviour management techniques, trauma informed practice , SEND updates

5.0 Expectations of good behaviour

The Academy's expectations of good behaviour are:

- that children show self-discipline and respect for others
- that children are courteous and considerate in their conduct to all
- that children follow the 5R's: Respect, Relationships, Resilience, Responsibility, Reflection.
- That children follow the 4 rights

These expectations are explained to the children in class, through assemblies and through our curriculum offer.

6.0 Rewards

In response to children demonstrating positive behaviour children may be rewarded in a range of ways:

- Name moved up on the behaviour chart in class
- Merits during celebration assembly
- End of term 5R certificates
- Celebration of Learning Day medals
- 5R stamps in planner
- Headteacher awards and Bright Sparks (sharing work with SLT)
- Positive messages back to families

7.0 Consequences

At Branston Junior Academy we always try to focus on positive reinforcement in regard to behaviour. However, where this approach is not successful, consequences are given to ensure the school remains a safe, enjoyable and productive learning environment.

For low level disruption consequences may include:

- Moving name down on behaviour chart.
- Time out to reflect.
- Alternative classroom setting
- Conversations with parents

For higher level disruptions which the Academy defines as:

- persistent refusal to co-operate. (Persistent is defined as refusing to co-operate after 3 requests to do so)
- physically aggressive behaviour
- deliberate verbal abuse, including foul language and targeted racist language, directed at another person
- deliberate provocation

The consequences for higher-level disruption is a CPOMs behaviour entry alongside an appropriate consequences decided by SLT.

Depending on the severity of the incident, parents may be notified.

- 1st incident within a term- usually no notification (dependent on situation)
- 2nd incident within a term- notify parents
- 3rd incident within a term- Behaviour plan meeting with parents, teacher and member of SLT

These CPOMs behaviour entries are monitored termly and analysed for any patterns. Where patterns of behaviour arise additional supports may be implemented. Including the use of behaviour plans (in conjunction with parents), behaviour interventions, ELSA support and staff mentor to support and encourage better behaviour choices.

8.0 Support structures using outside agencies

Where the Academy believes it is necessary in the interests of the child to provide more formal support because of the nature of the difficulties; it will begin to follow the Lincolnshire Ladder of Behaviour Intervention.

9.0 Reporting on children's behaviour

The Headteacher reports to the Governing Body at their meetings on the standards of behaviour at the Academy. This includes the number of child on child, racist and sexualised behaviour incidents. Children's behaviour is reported to their parents in annual school reports and at parents evenings/ILP Reviews.