

Brixington Primary Relational Approach to Behaviour (our behaviour curriculum)

Our Mission Statement

Brixington Primary Academy is a positive and joyful community where children are empowered to become good citizens, and the highest expectations challenge all learners to achieve their very best.

Rationale

Staff and pupils uphold the highest expectations of behaviour, with all adults in school acting as role models for the children. Adults support all children in understanding and upholding our core values by teaching them how their actions, whether positive or negative, impact others and the relationships they are part of. Our school is dedicated to understanding the underlying causes of behaviour, including any additional needs, adverse experiences or trauma. Restorative practices empower staff, children, and their families to resolve issues in a constructive and restorative way.

Approach

Communicate - clear, ambitious expectations for all

Teach – direct instruction and appropriate lessons about behaviour

Practise – rehearse and revise appropriate behaviours

Model – Staff and pupils act as role models

Respond – acknowledge standout behaviour through praise, consequence, restore and repair

Support – relational support; team-approach; SEND adjustments

Understand – monitor incidents; scrutinise data...LISTEN!

Clear rules about behaviour and attitudes provide clarity, security and routine for children:



These rules are used throughout the school, including at playtime and lunchtimes.

Clear and Consistent

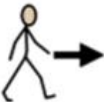
We follow these consistent routines to stay ready, respectful and safe.



STAR LEARNING

	Sit Up
	Track Speaker
	Ask and Answer Questions
	Respect others

WONDERFUL WALKING

 line up	 quiet	 forwards
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WONDERFUL WALKING IS...

- ⇒ In a straight line
- ⇒ Everyone is quiet – voices off
- ⇒ Facing forward
- ⇒ Listening to instructions
- ⇒ Hands and feet to yourself

STRONG STARTS

Let's start the day the Brixington way!

Being **Ready, Respectful** and **Safe** helps everyone learn and have a great day!

AT THE START OF EVERY DAY...

 Come in calmly and be ready.	 Get your things ready quickly.	 Be kind and respectful to everyone.
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THIS LOOKS LIKE...

 Greet your teacher with a smile.	 Voices off so we can focus on learning.	 Ready for STAR learning.
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PRIDE IN PRESENTATION

 endeavour	 care	 neat
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Presentation we are proud...

- ⇒ Date and LO underlined
- ⇒ Careful handwriting
- ⇒ Errors neatly crossed out and corrected
- ⇒ One digit per square
- ⇒ Paper stuck in squarely and neatly

We know that children who learn to exhibit our **School Values** will go on to be positive citizens who contribute positively to our community.



Vision and Values

We are happy, confident citizens



Friendship

- We are good listeners
- We are thoughtful
- We are trustworthy
- We are good fun to be around!



Respect

- We treat everyone with respect
- We follow instructions
- We look after our community
- We all have an important role to play in our school



Honesty

- We always tell the truth
- We reflect carefully on our own work
- We know it's ok to make mistakes and...
- we always learn from them!



Endeavour

- We are ambitious to learn new things
- We set ourselves challenging goals
- We are resilient
- We believe in ourselves!



Sportsmanship

- We are proud yet graceful winners
- We learn from our experiences
- We know it is the taking part that counts
- We always try our best!

To ensure that all children can be successful in following our **values** at Brixington Primary Academy, specific themes will be taught throughout the year either as bespoke lessons, or as part of the wider curriculum. Children learn what are the visible indicators of each of our values and are praised and rewarded for displaying them.

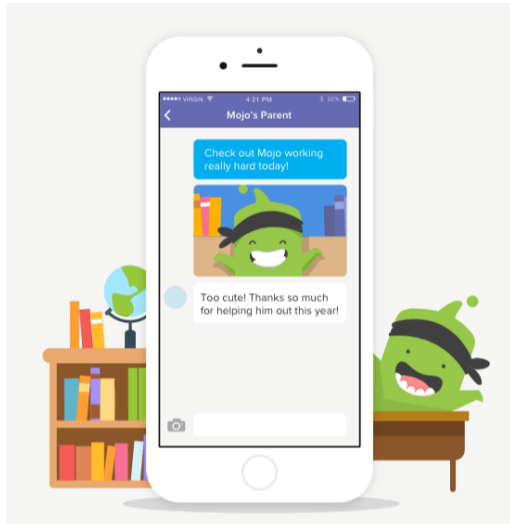
RESPECT	FRIENDSHIP	HONESTY
-Say please and thank you -Say good morning each day -Look after equipment making sure it goes back in the correct place -Hold doors open for people -Listening to adults and respecting their responses -Greet visitors with same respect as adults in the school.	-Value differences - Use a calm/polite tone of voice -Be friendly to all -Kind hands, kind words -Take in turns to talk (reciprocal) -Support our friends -Listen to others	-Take responsibility for own actions. -Be honest about your feelings -Tell the whole truth -Ask for help when you are finding things difficult.
ENDEAVOUR	SPORTSMANSHIP	
-Will always give something a go -Will attempt a task independently - Use mistakes to help us learn -Use my learning time for learning -To keep persevering even when things are hard	-Follow rules of a game -Recognise that everyone's best is different -Be gracious in victory and defeat -Be proud of your achievements -Include everyone -Working together	

Rewards and Praise

In-class rewards that are available to all children at any time who demonstrate examples of expected behaviour	Verbal praise Include child's name, description of behaviour and how it's helping their learning when appropriate. Dojo points (see below) add up over time for each pupil. Stickers are sometimes given in books or to students. Class system Some classes will sometimes choose a whole class goal or target e.g. whole class Dojo target, for which the class will be rewarded as a whole.
Regular rewards available within whole school system for children who demonstrate excellent examples of expected behaviour	Parental communication The class teacher may speak with parents after school or telephone them for a brief conversation. Sent to another member of staff, e.g. previous class teacher, TA who works with them outside of class, etc, who will verbally praise them. Positive Post Cards Post card sent home to celebrate achievements in school e.g. showing a particular learning value or producing a brilliant piece of work. Celebration Assembly Children from each class are chosen by the class teacher every week to receive a Student of the Week certificate in assembly for their excellent behaviour or learning that week. Certificates are sent home with each child. Celebration assembly can also be used to celebrate other significant achievements, e.g. reading award in a term, sports award, etc.
Behaviour that is 'above and beyond' what is expected and recognised by a senior member of staff	Sent to senior leader ...who will verbally praise them or give them special reward/acknowledgement. Parental communication Sometimes a letter is sent to parents to acknowledge the behaviour that is 'above and beyond' what is expected. Values Cup Only 4 of these are awarded for the whole school each week, for showing outstanding examples of one or more of the school's values. Values Award Awarded to one person from each class each term for outstanding endeavour, honesty, friendship, respect or sportsmanship (depending on the term) over time. Parents attend this special assembly.

Class Dojo

The school has adopted Class Dojo as a reward system for Years 1 to 6. This system allows teachers to choose specific behaviours to look out for and reward. It means that pupils score points for choosing appropriate behaviour. Another advantage of this system is that parents will be able to view, via an app, how many reward points their child has received, and what behaviours they have been rewarded for.



Behaviours and Consequences

We will maintain clear boundaries for children throughout the day. They will understand that certain behaviours result in a consequence. At each step, staff will stop and think about what adjustments may be necessary to help children maintain positive behaviour.

	Consequence	Behaviours
Level 1	Verbal or visual reminder	-Name-calling / teasing (one-off) -Distracting others from learning -Laughing at others if they make a mistake -Not trying hard enough with presentation -Play fighting -Rudeness/poor manners -Squabbling/arguing -Moving around school unsafely (running in corridors/pushing in queue)
	Warning	
	Isolation / Move space (for short period)	
Level 2	New class parent/ carer informed	-Inappropriate use of language (not directed at someone) -Refusing an adult's request -Being in the wrong part of the school on purpose -Pushing, scuffling, fighting -Making a mess on purpose -Not completing enough learning in given time
Level 3 (SLT)	Reset Space parent/carers informed	-Continued Level 2 behaviours or refusal to engage with Level 2 consequence
Level 4 (Head of School)	Serious consequence parent/ carer informed	-Physical assault on staff -Physical assault on another child -Violent outburst and high level disruption (e.g. barricaded in room) -Wilful destruction of property -Targeted or repeated use of abusive language -Defiance (20 minutes or more) -Refusal to comply with internal exclusion -Leaving site

Consistent Routines

Before schools: Ready to Learn

Gates unlocked at 08.40. Pupils go straight to classroom doors.

There is no play time before school.

All teachers to welcome pupils at door to classrooms. Teachers ensure that independent learning task is ready for pupils as they arrive to complete before/during register.

Late pupils must go through main office.

Gate is locked at 08.50.

Where possible, a member of staff will be on the gate in the morning to meet pupils.

No leaving school premises once entered.

Coats etc to be hung neatly on pegs.

Wonderful Walking around school

Children walk in a straight line, facing forward, in the order their teacher choose.

Everyone is quiet with voices off. Children may talk very quietly if moving between sites.

Children listen out for instructions and keep hands and feet to themselves.

STAR Learning While our teacher is teaching we...

Sit up

Track the speaker

Ask and answer questions

Respect others

Assembly

Children to enter quietly and smartly and sit quietly.

Children to engage in assembly through listening or paired talk.

Stickers and Dojo points given for pupils making good choices (e.g. ignoring pupils who are talking around them).

Show 'STAR learning' throughout.

Pride in Presentation

A date and learning objective are underlined.

We use careful handwriting in line with what we have been taught.

Errors are neatly crossed out and corrected.

We use one digit per square and write on the line.

Paper is stuck in neatly and squarely.

Playtime routines

Before play, children tidy tables and show they are ready.

Pupils all have a drink from water bottle before play.

Follow playtime rules at all times: Ready, Respectful, Safe

Only school balls/ equipment to be used.

No loitering within the school.

One whistle means stop. 2nd whistle means line up quietly and smartly.

Lower Site

Year 5 and 6 on lower site playground. The field area is only to be used if supervising teacher agrees.

Trees are not to be climbed upon and sticks/stones must not be picked up unless part of specific, supervised activity.

The Sensory Space can be used for sitting on the bench, quietly. It is not for running and climbing. No walking over the plant and flower beds.

Lunchtime rules

Before play, children to tidy tables and stand behind chairs to show they are ready.

Walk to the dinner hall.

Line up patiently and quietly when waiting for dinner.

In the hall, talk to people who are near you – no shouting.

Follow playtime rules at all times: Ready, Respectful, Safe

Only school balls/ equipment to be used.

No loitering within the school

Line up quietly and smartly after whistle has been blown

Wet Play rules:

Children will go outside wherever possible, even if only for part of play. They should wear coats if it is raining. Teacher on duty to make decision to call wet play in the mornings (before start time wherever possible). SLT and MTA to make call at lunchtime.

Class teachers to agree set of wet play rules with their class. E.g.

Colouring and drawing on scrap paper is allowed.

Children should primarily be sat down.

No scissors

Computers and iPad only to be used by teachers

Tidy-up instruction to be given with 5 minutes to go – and an agreed routine in place to end wet play (e.g. always end in silent reading).

End of day:

Line up in classroom, take to dismissal point – or stand behind tidy desks with chairs stacked until dismisses table by table.

Tidy classrooms: Tables should be tidy, with pencils sharp and stationery ready for the next day.

Children to say good afternoon or thank you when they leave.

Uniform

Follow guidance given to parents/carers via <https://www.brixington.devon.sch.uk/school-uniform/>

Restorative Conversations

Restorative conversations encourage children to reflect on their behaviour choices. This is a strategy used when tempers have frayed, when manners have disappeared and when things have been said/done that should not have (not every incident needs to be resolved in this way). In most cases, the adult who dealt with the event(s) leads the conversation, after the incident and once the child has had a chance to calm down. We do this to teach children that their behaviour affects the people around them, and it is a prime opportunity to explicitly teach behaviour expectations. It also helps children learn that things can be repaired and put right, and is an opportunity to 'reset' before returning to learning. Sometimes it takes time for children to be ready for these conversations.

Individual Plans

We understand that children may experience a wide range of complex needs including social, emotional and mental health, Autism, attention deficit disorder, attention deficit hyperactive disorder or attachment-based difficulties. Children with speech, language and communication needs (SLCN) may also have difficulty in communicating with others. Any of these needs may affect a child's behaviour in school. We ensure that the necessary provision is made for any pupil who has Special Educational Needs or Disabilities. All members of staff understand the need to make the adjustments when dealing with the behavioural needs of pupils with SEND, particularly regarding consequences. This is achieved through the application of a relational support approach, including individual plans for relational support and co-regulation, which are used whenever it becomes clear that behaviour management routines need adjusting for an individual. These plans are co-constructed and implemented through a 'TEAM child' approach including the pupil, parents/carers, and key staff after behaviours have been fully analysed.

