



The Babraham Way

Behaviour Protocols

Babraham C of E VC Primary School follows the DEMAT Behaviour Policy.

We aim to educate our pupils to the highest possible standard, within a caring Christian environment. We have high expectations of behaviour for learning and we have set these out in this document, so that staff, Governors, pupils and families know what we expect every day in school.

This document also summarises our approach to managing difficult or dangerous behaviour and is a set of procedures that enable consistency with strategies to foster school improvement.

INTRODUCTION

Good behaviour for learning is essential to maintain a calm, ordered and focussed learning environment. It allows teachers to teach and pupils to learn effectively, without distractions. High standards of behaviour reduce disruptions, maximise learning time and make everyone feel safe and happy. It also helps create an emotionally secure space where children feel respected and valued. Good behaviour supports pupils' social development, fosters independence and helps pupils become self-disciplined. It also encourages good social habits; setting them up for success in later life.

Adaptations

Whilst the behaviour curriculum is intended for all pupils, some pupils may need slightly different approaches when learning about our expectations. For example, a pupil who has complex language needs may require signs/symbols to help them understand expectations. We adapt our strategies as necessary, so that all pupils can follow the expectations and learn The Babraham Way.



Behaviour expectations

At Babraham Primary School, pupils are taught to respect 'The Babraham Way' - 'We are kind. We try our best. We look after our school, our community and our world'.

We are kind

We speak kindly and respectfully to everyone.
We help each other whenever we can.
We greet adults and friends politely and say 'please' and 'thank-you'
We hold doors open for others.
We use good table manners at lunchtime.
We use words and strategies to manage our feelings.
We share and take turns fairly.
We listen to others without interrupting.
We celebrate each other's achievements.
We respect other people's personal space.
We apologise if we upset someone or make a mistake.

We try our best

We show good learning behaviour – SHINE
We are willing to try new things, even when they are challenging.
We keep going when we make mistakes and learn from them.
We get ready quickly so learning time isn't wasted.
We ask for help when we have tried to solve problems independently
We follow the rules for safe play.
We take care of our own belongings and respect other people's property.
We use indoor voices when inside and know when we need to be silent.
We walk silently and sensibly around the school.

We look after our school, our community and the world

We respect plants, trees and wildlife in our school grounds.
We tidy up after ourselves and leave spaces ready for others.
We keep classrooms, corridors and bathrooms clean and safe.
We use technology safely, responsibly and respectfully.
We look for ways to contribute positively to our community, for example, fundraising.
We show respect to visitors and neighbours.
We save energy by switching off lights and devices when not in use.

SHINE

We use the acronym SHINE to ensure pupils are ready and can transition quickly from one activity to the next, without disruption:

Sit up/Stand up straight

Hands still

In own space

No talking

Eyes on speaker



Positive rewards

In line with the DEMAT Behaviour Policy, we reward good behaviour with verbal or written positive feedback, house points, stickers and in-class reward systems, such as ‘marbles in a jar’. Pupils also have the opportunity to be rewarded for effort in class and are given a certificate during Special Assembly on a Friday afternoon.

Misbehaviour and consequences

Whilst we strive to promote positive behaviour in line with our school values, we recognise that we cannot completely eliminate all poor behaviour. We encourage all children to reflect upon and to learn from their mistakes, with a view to making good choices next time. We use a staged approach to misbehaviour, which gives children the opportunity to consider the direction they are taking with their behaviour choices and take positive steps to correct this.

	Reminder	Warning	Consequence
<p><u>Difficult behaviour</u> <i>Lack of attention or focus</i> <i>Not trying with work</i> <i>Fiddling</i> <i>Not following instructions</i> <i>Talking at an inappropriate time or calling out</i> <i>Being impolite</i> <i>Running in the corridor</i> <i>Not showing SHINE</i></p>	Staff member will explain the behaviour expected.	Staff member will remind child of what is expected and possible outline the consequence	<p>All staff to address 5 minutes playtime lost If behaviour continues after consequence, move to ‘disruptive’.</p>
<p><u>Disruptive behaviour</u> <i>Persistent Difficult Behaviour</i> <i>Taking other people’s things</i> <i>Refusal to complete task set</i> <i>Kicking, throwing objects, hitting out (not directly at a person)</i> <i>Damaging school property</i> <i>Dishonesty</i> <i>Saying unkind words</i></p>		Staff member will remind child of what is expected and possibly outline the consequence	<p>All staff to address Options include:</p> <ul style="list-style-type: none"> • Extended playtime lost • Restorative processes • making amends for disrupting others • Contacting parents Disruptive behaviour will be recorded on Bromcom
<p><u>Dangerous behaviour</u> <i>Persistent Disruptive Behaviour</i> <i>Spitting</i> <i>Targeted hitting, punching, pinching or kicking</i> <i>Throwing objects at a person</i> <i>Running out of class/away in public areas</i> <i>Racist, homophobic, sexist or other prejudicial language</i> <i>Swearing</i></p>			<p>SLT to address Options include:</p> <ul style="list-style-type: none"> • Extended playtime lost • Restorative processes • Removal from class • Contacting parents • Meeting between parents/SLT • External suspension Dangerous behaviour will be recorded on Bromcom. <i>Please refer to the Exclusion Policy for the trust approach to exclusion.</i>



		<ul style="list-style-type: none"> • Follow through with policy using calm, authoritative tone • Remember to log any incidents and feedback to parents at end of day • New day = fresh start.
<p>Speaking in Class</p>	<ul style="list-style-type: none"> • Pupils put hand up in response to questions • Teacher may use cold-calling to check for understanding so 'hands down may be appropriate • Pupils must answer in full sentences • Pupils know that they must pronounce words clearly • Pupils must speak with a voice which is loud enough for everyone in class to hear • Pupils know that it is polite to look at the person you are speaking to. 	<p>The expectation is that all of our pupils speak or make attempts to speak (needs-dependent) in full sentences throughout the day.</p> <p>Teachers use 'My turn, your turn' to model the sentence and ask the pupil to repeat and recast response</p> <p>Expect 100%</p> <ul style="list-style-type: none"> • Plan for misconceptions – anticipating pupil misunderstanding will help you respond to them in the moment • Insist on SHINE when partner talk is finished • Questioning Strategies - Cold Calling – respond to correct answers with more challenging questions • Use 'thumbs up/down' to assess understanding • Show any good examples – celebrate effort
<p>Talk Partners</p>	<p>When asked by the Teacher, pupils engage with a partner in paired talk. They must:</p> <ul style="list-style-type: none"> • Turn to face their partner when talking • Take turns to share their ideas • Talk in a quiet voice • Include another child who may not have a partner • Turn back round to face the Teacher when asked and show SHINE. 	
<p>Transitions in the classroom</p>	<ul style="list-style-type: none"> • When pupils are sitting on the carpet, they get up one row at a time to their tables or to line up at the door. • When moving to the carpet from tables, they go one table at a time. 	<ul style="list-style-type: none"> • Teacher to lead class out to destination • Stand and monitor in corridor ensuring SHINE behaviour • Praise SHINE walking • Give specific feedback at point of error • Insist on pupil recast: <p>“For SHINE walking you need your hands by your sides. Go to the door and start again showing me the correct way”</p>
<p>Movement around the school</p>	<ul style="list-style-type: none"> • Children walk in a line silently. The child at the front of the line holds open the door. • SHINE in the line 	



	<ul style="list-style-type: none"> • Thank You – pupils know that they should say ‘thank you’ when they receive something or someone does something nice for them • Excuse Me – pupils know that they should say ‘excuse me’ if someone is in their way • Please – pupils know that they should always say ‘please’ when they are asking for something • Smile – pupils know that they should be positive and upbeat when talking to adults and each other 	<p>Expect 100%</p>
<p>Collective Worship (including entering/exiting)</p>	<ul style="list-style-type: none"> • Pupils enter using SHINE walking • Walk to their row • Sit down in silence, legs crossed, hands in lap. 	<ul style="list-style-type: none"> • Adult leading Collective Worship will be ready at the front of the hall before classes enter • Praise positive entry <p>Wait for 100% Greeting and Response “Good morning/afternoon Babraham School” (pupils respond back). At end of worship, say prayer and children respond ‘Amen’. Worship leader will ask one class at a time to stand up.</p>
<p>End of Day Routine</p>	<ul style="list-style-type: none"> • At 3pm, pupils tidy up and Teacher lines class up to go to the hall to collect items from locker • Upon returning to class, pupils sit down at table and show SHINE • Teacher carries out enrichment read to whole class • At 3:18, SLT ring the school bell, followed by whole school prayer ‘At the end of the day, just kneel and say Thank you Lord for our work and play, We try to be good for I know that I should. Thank you, Lord, for our wonderful day. Amen. • SLT says ‘Good afternoon Babraham School’ and the children respond ‘Good afternoon, Mr/Mrs/Miss X, good afternoon, everybody’ • Teacher opens door and calls pupils to the door when their parent is seen. 	<ul style="list-style-type: none"> • Office staff will inform Teacher if there are changes to collection arrangements • Teacher/TA to stand at classroom door to dismiss • Teacher to release pupils to adults one at a time • Fun Pack staff will collect children from classroom • Children not collected by 3.30 to be taken to area outside office and ‘Late collection’ procedure followed.