



Brumby Junior  
School

Queensway, Scunthorpe, DN162HY. 01724865644. [www.brumbyjuniorschool.co.uk](http://www.brumbyjuniorschool.co.uk)

Headteacher: Mr P Foster

## **Improvements in the behaviour system**

Whilst we have always aimed for high standards at Brumby, and largely we have brilliant, well-behaved and attentive pupils, it could sometimes appear that systems for dealing with behaviour differed from class-to-class, or from year-to-year. Essentially, although we always did our best to be fair and consider each event in its own right, pupils were treated differently. This is a fair and accurate viewpoint, and one which we have now addressed.

Our new behaviour policy is based on that used by Pivotal education, a national leader in the area of behaviour training for school staff. All Brumby staff are undergoing a process of ongoing training through their company, with the goal of creating consistency and fairness across the whole school.

The major benefit of this policy is that the vast majority of staff time is focussed on positivity. We search actively for pupils who are doing the right things, and reward them with praise and positive attention.

Those who do not comply, or who deliberately disrupt lessons in an “attention seeking” way are dealt with through short, scripted responses. All of our enthusiasm and positive energy is reserved for those pupils who work in the ways which are best for them, other children, parents and staff alike. We expect children to be “stuck” in lessons, but at those times they have systems and rules to follow which will get them the help they need. Off-task, disruptive behaviour is not tolerated or emphasised: instead the teachers focus on those pupils who are doing what they should be.

We give pupils who are off-task and not following our “stuck” rules/procedures a reminder of what they should be doing, and how. If they then choose to be off task again they receive a warning and, finally, a last-chance. After this, a consequence is recorded if pupils are not showing improvement. Every four consequences result in a meeting with parents to discuss ways of helping the child to improve.

However, if improvements are not made by the pupil, the system escalates to more powerful measures, which could ultimately result in exclusion. For more details, including how we support all pupils and how we address more serious issues, please see our school policy at:

<http://www.brumbyjuniorschool.co.uk/about-us/policies>

Pupils have responded very well to this system – they are very happy that it is in place, as it gives them the opportunity to learn more. Whilst we expect children to occasionally “be children”, we also now have higher expectations in terms of behaviour. The children seem to be thriving: in the three weeks which we have been using the policy so far:

- 387 pupils have been able to maintain a perfect record (84%) – brilliant news!
- 34 pupils (7%) have moved to one consequence (and gone no further); 22 have moved to 2 consequences and 8 have 3 consequences.
- 9 pupils have already had 1 parent meeting.

We are aiming to be much more consistent, but also to educate and support pupils. Punishments such as detentions, withdrawal of privileges etc. are proven to be largely useless, as are rewards based on gifts and material items. Pupils repeatedly state that they only really want positive praise, and that their families and parents get to know how well they are doing. We are looking at implementing a smartphone/tablet/computer APP which gives parents feedback every time their child does something brilliant – this will keep us very busy, hopefully!

Research and experience tells us that pupils will always raise their levels to whatever the adults around them expect: we expect the highest standards, and the huge majority of our pupils have shown that this helps them to learn more!

Yours Sincerely

Mr P Foster

Headteacher