



**Brookland Junior School**  
*Moving Forward Together*

# Behaviour Support Policy September 2017

## **Introduction**

At Brookland Junior School we aim to create an environment where children and adults feel safe, secure and valued. All members of the school community are responsible for promoting good behaviour, self-discipline, respect and to recognise the rights of the child. High expectations of behaviour extend throughout school and are supported by all staff.

It is essential that staff know how to promote pro-social behaviour, manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

## **Aims**

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. We aim to use a therapeutic approach to teaching children positive behaviours and recognising the outcomes of their choices.

This behaviour policy is designed to support the majority of children in our school. In addition, some children may require an Individual Support Plan to formalise strategies that differentiate from policy. These plans are shared with the parents and all staff (see appendix).

## **Systems to support the promotion of positive behaviour**

- Good behaviour and effort which demonstrates the learning behaviours of the Brookland Six is rewarded with house points.
- Certificates presented in assembly also underpin the encouragement of effort and good behaviour.
- In addition, teachers may operate other reward systems to achieve a positive ethos in the class.
- Positive behaviour and anti-bullying themes are an integral part of our assemblies and contribute to the ethos of the school. Assemblies will contribute to the development of self-esteem and caring for others.
- Circle Times are held regularly in all classes. Circle Time is used to address any group or class issues. It is also an excellent tool for bringing groups closer together and raising self-esteem. The subject for the Circle Time will follow themes set out by Unicef's Rights of the Child.
- The school has an E-Safety policy which contains specific detail relating to the expected behaviours associated with the use of technology, by pupils and staff.
- All adults on school premises will model acceptable behaviours
- SLT keep a log of significant behaviour incidents and analyse trends and patterns
- Half termly enrichment afternoons will be offered.

## **Systems to support the management of negative behaviours**

At Brookland Junior School we have adopted the Hertfordshire STEPS approach to managing behaviour, which focuses on de-escalation and teaching children how to develop pro-social skills. Difficult or dangerous behaviour must still be addressed using a fair a consistent approach by all staff.

### Restorative Approaches

This is used as a consistent way of dealing with behaviour issues between children in school. The staff use an agreed **system** to respond to incidents. This whole school approach develops children's empathy and conflict resolution skills through facilitated discussion.

### Management in class

Staff employ the following steps to address low level negative behaviour during lessons:

Step 1: Non-verbal cue- look or gesture followed by “Thank you.”

Step 2: Polite reminder: “[Name] Listen, thank you.” Give choice to amend behaviour.

Step 3: Move child to work in an alternative part of the classroom

Step 4: Move children to an agreed reflection space for 5 minutes. **Children may work in a designated safe space outside of the classroom but doors must be kept open and the pupil visible to the teacher at all times.**

Step 5: Move child to a reflection space in a neighbouring classroom for 10 minutes.

**Following a return to class the child must be welcomed back with a fresh start.**

**Recorded in class behaviour file- child to complete a reflection discussion with the teacher upon return.**

*Parent informed by class teacher.*

Step 6: Child sent to Year group leader

**Recorded in class behaviour file- child to complete a reflection discussion with the teacher upon return.**

*Parent informed by class teacher.*

If behaviour persists then the class teacher should arrange a meeting with the parents to discuss targets and ways forward to support the child.

### Positive phrasing and limited choice

When responding to children, staff should focus on what the child should be doing or the desired outcome to make expectations clear. Example could be:

- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair
- *thank you*

In order to manage pupils effectively, teachers should help children by giving limited choices in order to achieve the desired outcome. Examples could be:

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

### Protective and educational consequences

At Brookland Junior School we recognise the importance of children needing breaks from their learning. A child's playtime time should never be removed as a consequence of demonstrating negative behaviour or as a consequence for the whole class. However, there may be need for the removal of a freedom in order to manage harm. This should be followed by the learning, rehearsing or teaching so the freedom can be returned. Time may be used to carry out a reflection with a teacher and alternative provision can be sought, such as playtime with another member of staff or with a different year group.

Additionally, staff may use playtimes and no more than 15 minutes of lunchtimes to ask children to complete class work or homework.

## High level negative behaviours

Where the following high level negative behaviours are demonstrated, they will be addressed immediately using the de-escalation script and in these cases parents must be contacted (i.e. the person with parental responsibility) – log discussion with parent.

*Violence and aggression:* The use of threat or any physical force towards both people and property.

*Rudeness:* Walking away when being spoken to by an adult, swearing, defiance or the refusal to do as has been reasonably asked.

*Bullying:* The use of any verbal or physical threats, intimidation or harm towards other members of the school community.

In cases of the above behaviour, a member of SLT will be informed. If the teacher or Lunchtime Assistant requires help, a pupil will be sent with a red triangle to a member of SLT to ask them for assistance.

## Exclusion

Where a serious incident has occurred, the school will assess the risk of a child to themselves and other pupils. In this instance it may be necessary for a child to be excluded from their class and given alternative provision for learning and for break times over a fixed period.

In some instances, it may be deemed that a child is unable to act safely, understand the severity of their actions or prevent themselves from repeating this behaviour at this time and therefore the school may use external exclusion.

## De-escalation Script

When a child is in need of support before, during or after a serious incident, staff should avoid confrontation by using the following scripts to respond to children:

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

### Procedures for dealing with playtime incidents

If there is a behaviour problem at playtime or lunchtime the members of staff on duty deal with the issue first.

- Listen to what the child has to say
- Speak to other children involved
- Make a decision as to whether this can be resolved there and then – if so then resolve it.
- Child to walk around with teacher on duty to try to resolve and reflect on situation.
- Possible further action could involve the opportunity for each party to air their feelings, timeout from playtime or a circle time on this theme.
- When a problem can't be resolved by the member of staff on duty, it is referred to the class teacher
- Incidents that have been resolved on the playground but are considered to be of a serious or persistent nature are referred to the Senior Leadership Team who will record the incident and decide if further action needs to be taken.
- Senior Leadership Team keep class teachers informed of incidents affecting children in their class. Parents are informed of serious incidents and/or persistent negative behaviour

### Bullying and Harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying very seriously and work with all members of our school community so that they know:

- What the school means by bullying
- Why bullying is totally unacceptable
- How we address bullying
- What support there is for those who have been bullied or those who bully as well as consequences for those who bully

For further information, refer to our Anti-Bullying Policy.