



Brookland Junior School
Moving Forward Together

Behaviour Policy

Approved September 2014
Review September 2017

INTRODUCTION

At Brookland Junior School we believe in taking a positive and proactive approach to behaviour management. We believe that good behaviour is essential in order for effective teaching and learning to take place, and pupils and staff have the right to work in an environment which is safe, friendly, peaceful and fair.

Good behaviour must be carefully developed and supported. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from emphasising potential, rewarding success and giving praise for both effort and achievement.

Everyone at Brookland Junior School has a part to play in the promotion of high standards of behaviour. Our staff and governors want to establish a clear and shared understanding between teachers, support staff, parents and children about the standards of behaviour we expect at school, how we encourage good behaviour and what we do to discourage inappropriate behaviour.

AIMS

At Brookland we endeavour to:

- Promote equality of treatment and equal access to educational opportunity within the school community;
- Create a calm, purposeful and happy atmosphere within the school which enables all children to access the curriculum;
- Foster positive caring attitudes towards everyone, in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- Acknowledge and value achievements at all levels in an environment that encourages pride in effort as well as achievement;
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour;
- Apply a consistent approach to behaviour throughout the school, in partnership with parents and carers;
- Make boundaries of acceptable behaviour clear and ensure that appropriate behaviour is encouraged and recognised;
- Promote a sense of direction and feeling of common purpose in an environment which is safe and secure for all in our school community.

PRINCIPLES

There are two basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child.
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable.

SCHOOL RULES

In the autumn term, as part of their work on the SEAL 'New beginnings' theme, each class creates and signs a set of Classroom Rules which states they understand and agree to follow the six rules. Children are asked to work together to explore what each rule means to them and write, photograph or draw examples of people doing these things. The rules are clearly displayed around the school, including in the playground and in every classroom.

We have six rules to remind everyone of how to behave:

1. We listen carefully to others and share our ideas
2. We speak politely to children and adults
3. We work hard and take pride in all we do
4. We don't hurt anyone with words or actions
5. We respect each other and our school environment
6. We take responsibility for our own learning and behaviour

RIGHTS AND RESPONSIBILITIES

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. The SEAL curriculum resource is used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. Our classroom environment gives clear messages to children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment, which is accessible to all learners through differentiation.

BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR

All adults in our school are responsible for creating a positive ethos through praise and rewards for good work and desirable behaviour. We aim to ensure that children experience success through their efforts and feel recognised as individual and unique people who have things to offer as well as to learn.

PROMOTION OF SELF-ESTEEM AND SOCIAL SKILLS

We use SEAL (Social and Emotional Aspects of Learning) as a tool for developing all children's social, emotional and behavioural skills. This resource offers an explicit and structured whole-curriculum framework. It is delivered mainly by class teachers but all adults who have contact with children - teaching assistants, lunchtime staff and support staff - need to be aware of the vocabulary used and the key ideas that are introduced to the children.

Encouraging Good Behaviour

- Emphasis on encouragement and motivating pupils
- Positive feedback, descriptive praise
- Give attention for success, not failure "Catch them doing good"
- Appropriate and meaningful work
- Respect for all individuals, including their culture and background
- Modelling desired behaviour
- Listening to children and communicating that you have heard what they have said.
- Creating safety - physical / emotional
- Clear and consistent use of rules and sanctions
- Ensure pupils experience and have a sense of success
- Maximise opportunities for pupils to take responsibility for themselves and their behaviour.
- Ensure that 'feelings' are always taken account of

REWARDS

Each class has individual and whole class reward systems in place to recognise and encourage good work and desirable behaviour. These may include:

- Smiles, encouragement and praise which is meaningful, specific and refers to the rules
- Stars, marbles and certificates
- Being given a responsible job in the classroom
- Stickers, Well done slips, 'Happy notes'
- Showing significant achievements to Head or Deputy, other teachers, other classes and also in assemblies
- Conversation at the end of the day, phone call home (this call should only be made from school)
- Sharing good news with parents/carers in reading planners
- Star of the Week certificates
- Bronze, Silver and Gold Cards
- Tidy Classroom Award

Food is not used as a reward in line with our policy of promoting healthy lifestyles and choices.

ACHIEVEMENT ASSEMBLY

We believe the balance between reward and consequence should be biased in favour of rewarding the good behaviour fostered in the school's positive environment. We hold an achievement assembly each week. Teachers choose a child from each class to be rewarded with a Star of the Week certificate and share their social or academic achievement with the rest of the school.

SANCTIONS

We understand that children may misbehave for a variety of reasons. For fairly mild behaviour which is disrupting the flow of teaching, learning or safe play, **we always check for understanding of the task/instruction**. A child is **given a reminder of what the adult does want to see**. The adult will give wait (or take up) time here. If the negative behaviour continues, a warning is given to 'Make a good choice'. If the negative behaviour still continues however, a consequence is applied. One minute of Golden Time is deducted for that child. This is recorded on the Class Golden Time Chart. If the child then makes a good choice and their behaviour becomes positive, they can attempt to earn back their Golden Time.

If the Level 1 sanction fails to impact on a child's behaviour, they are **given a reminder about what the adult does want to see**. If their behaviour continues to disrupt teaching or learning, a warning is given to 'Make a good choice'. If the negative behaviour continues however, a consequence is applied. The child is moved away to a **'time out' space** within the classroom and works in isolation. Three minutes of Golden Time is deducted. This is recorded on the Class Golden Time Chart. If the child then makes a good choice and their behaviour becomes positive, they can attempt to earn back their Golden Time.

If the Level 2 sanction fails to impact on the child's behaviour, the adult will provide a **reflection sheet** to be completed in their **foster class**. Wherever possible the child should also take their work to complete. **Time away** is an opportunity for the child to avoid a continuing negative spiral. Time out of class should not be for an entire lesson, unless in the case of severely poor behaviour. If this is successful they can negotiate with the adult to earn back some or all of their Golden Time. If this proves ineffective, the child will be referred to a member of the SLT.

NB. Higher level inappropriate behaviour automatically go to this stage and the SLT should be called to assist.

	Behaviour	First response	Second response
1	Not following the class rules/code of conduct. <ul style="list-style-type: none"> • <i>Not focusing on learning</i> • <i>Not listening</i> 	Verbal warning & reminder of expectations.	Loss of Golden Time
2	Repeated failure to follow the class rules. <i>E.g.</i> <ul style="list-style-type: none"> • <i>Calling out</i> • <i>Disturbing others</i> 	Further warning. Time out within class. Loss of Golden Time	If behaviour continues then loss of break with classteacher and noted in planner for parents.
3	Repeated level 1 or 2 behaviour. Arguing with staff or refusal to follow instructions.	Time out in another class.	If behaviour continues then loss of break/lunchtime with Deputy or Assistant Head and a phone call home.
4	Repeated level 2 or 3 behaviour Refusal to take time out. Disruption of learning after being moved.	Loss of break/lunchtime with Assistant/Deputy Head and a phone call home or letter.	If behaviour continues then internal exclusion to another class. Inform Headteacher.
5	Serious incidents of aggressive or abusive behaviour.	Loss of break/lunchtime with Headteacher. Headteacher will contact home and teacher will make a follow up call.	Fixed term exclusion.

If behaviour continues beyond level 5 or in the case of a very serious incident – permanent exclusion may be considered

The purpose of intervention is to modify behaviour. Persistent negative behaviour can indicate an underlying problem, which needs investigation. In cases of serious concern the support and advice of the SENCO, inclusion manager or outside agencies may be sought.

For further information on DfE guidance re: unacceptable behaviour see Appendix

PUPIL SUPPORT SYSTEMS

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN or LDD who have specific needs relating to behaviour, may find it continually difficult to follow our rules.

In order to support our most vulnerable pupils, individual strategies will therefore need to be implemented. These may include:

- Meeting of all involved, including parents/carers - to draw up a plan of action
- Liaison with parents/carers (at least weekly)
- Home-school 'Good News' book
- SEN staff and class teacher jointly planning appropriately differentiated work
- Daily planners and targets set with appropriate rewards
- Use of a 'Safe Haven' at lunchtime
- Additional 1:1 support for emotional well-being or learning
- Relevant staff training or CPD
- Involvement of outside agencies (Education Support Centre, Behaviour Support Team, Educational Psychologist etc.)

Parents/carers will be encouraged to be involved in working with the school in managing their child's behaviour issues. It may also be appropriate to complete a Common Assessment Form (CAF) if multi-agencies are involved with the child or a Pastoral Support Plan (PSP) if the child is at risk of exclusion. Application for a Statement of Special Educational Needs may be made in the longer term, if appropriate.

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

Exclusion

The school follows the DfE 2012 and HCC guidance. Copies are available from the Head teacher and the school office.

Only the Head teacher can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- The pupil seriously breaches the school discipline policy in a violent way;
- A range of alternative strategies have been tried and failed;
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Head teacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary, consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the child is required to follow an education programme at a school.

WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

At Brookfield Junior we believe in working to build a partnership with parents/carers so that we are able to support their child by promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared by:

- Our Home School Agreement.
- Newsletters and through awards which are sent home.
- The procedures as laid out in this policy
- The procedures as laid out in our Anti-bullying Policy.
- Ensuring parents are involved in working with the school in managing their child's behaviour issues including through their involvement in IEP, PSP and CAF meetings where appropriate.

LIAISON WITH OTHER AGENCIES

Where there is continuing cause for concern, class teachers should discuss arrangements for securing external advice with the SENCO. Support may be obtained e.g. from the area Behaviour Support Team, Rivers Educational Support Centre or Andrews Lane Primary Support Base.

PROCEDURES FOR EVALUATION AND REVIEW

Our positive behaviour policy is a living policy. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/ carers
- School Council feedback
- Involvement of pupils in environment walks and interviews
- Parent/carer feedback at PTA meetings, parents' community group
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom observation

Lunch - Time Traffic lights Card System

We have a traffic lights card system operating in the playground.

A green card given means that the children are commended for something extra special - (helping other pupils, by always setting a good example and generally being a good role model

MSAs can use the red card system for unacceptable behaviour. When negative behaviour is noticed the chain of response is as follows, with a "new start" made each term.

Prior to the first card being given the child should be given a **clear warning** that the behaviour is unacceptable and that if repeated a yellow card will follow.

A yellow card in the playground means they are sent in for 10 minutes, (minor incidents).

1. If the MSA thinks the incident is serious enough for a red card the pupil is sent in to a senior member of staff and loses the rest of their play (major misdemeanours).
If a red card is given to the pupil. The MSA should write the details of the incident on an incident record sheet from the school office so that everyone is clear as to the nature and seriousness of the incident.
The pupil misses the next playtime and lunch time
The class teacher will inform the parents.
2. If a second red card is given to the pupil within the same term, the MSA should write the details of the incident on an incident record sheet from the school office so that everyone is clear as to the nature and seriousness of the incident.
The pupil misses two days of play times and lunch times
The Deputy Headteacher will inform the parent again as before.
3. If a third red card is given to the pupil within the same term, the MSA should write the details of the incident on an incident record sheet from the school office so that everyone is clear as to the nature and seriousness of the incident.
The pupil will be placed on 20/20/20 and the Deputy Headteacher will contact parents to come in to school to discuss this.
4. If a fourth red card is given to the pupil within the same term, the MSA should write the details of the incident on an incident record sheet from the school office so that everyone is clear as to the nature and seriousness of the incident.
The pupil will have to earn back their right to lunchtime or break time activities.
The pupil is put on report.

The Headteacher will inform the parents that the pupil is "on report" and they will be asked to come to school to discuss the situation.

If the behaviour does not improve other measures may be taken by the Headteacher/Deputy. These may include: the pupil in spending time in other year groups and playtimes in detention. Taking playtime at a different time to their peers is an option that can be taken at the Headteacher/Deputy's discretion.

The Head teacher will send a letter home outlining the concerns that we have and ask the parents to make an appointment to see the Head teacher/Deputy along with the class teacher.

Keeping Records

The central place to record information regarding behaviour is on behaviour incident forms kept in class behaviour files. These will be regularly monitored by the Behaviour and Safety leader. The forms include recording how parents / carers were informed. If this conversation raises wider issues the teacher/Deputy Headteacher should make a judgement as to whether this needs recording on the 'record of meetings with parents' form in the Staff Handbook.

Bad behaviour and bullying is not tolerated and is dealt with as soon as it is brought to the attention of staff. There are open lines of communication between Mid-day Supervisors and staff to ensure consistency of approach. Pupils have opportunity to go to a quiet room at playtimes and to take part in various organised activities at lunchtimes.

Lunch time red cards could be given for the following:

1. Disobeying reasonable requests / instructions from support staff.
2. Swearing
3. Hitting, punching, kicking.
4. Damaging School / other people's property.
5. Spitting.
6. Name calling.
7. Running out of school.
8. Bullying behaviour (including racism)

Keeping records

It essential that a written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher and the designated member of the SLT together with contributions from any other staff who are involved.

Crisis Management

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation. Information and advice on judging risk and taking acceptable, safe action is found in the school policy on Physical Contact and Restraint. This is held in the school office.

In addition the school agrees that:

- Members of the Leadership Team are available to help in a crisis.
- If a child leaves the school premises without permission the Head teacher or Deputy Head teacher is informed. They will confirm that the child is not in the school or the grounds. The parents will be contacted and asked to bring the child back to school. If the parents cannot be contacted the police will be informed.
- In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:

- Sending a child for help from other staff
- Issuing instructions for the child to stop, clearly using their name
- Removing the child from the area where they are causing disruption and only restrain the child in line with the Guidelines on Physical restraint (policies are kept in the 'School Policies' file in the school office)
- If necessary taking the class out of the room leaving the child with an adult if possible
- Reassuring the class afterwards

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use reasonable force will only be used when all other options have failed and the child's actions are preventing other children from learning or there is a high level of concern for the safety of others. Parents / carers will need to receive an honest report of any incident including concerns raised.

COMPLAINTS

The school's procedures for dealing with complaints about behaviour are a declared part of the school's procedures for handling all complaints.

RELATED POLICIES

- Anti-Bullying Policy
- Equality Policy
- Complaints Procedure
- Preventing and dealing with racist incidents leaflet (Available in school)
- SEN Policy

Behaviour - Reflection Sheet

Please fill in the following information

Name:.....

Class:.....

Today's Date:.....

Time:.....

Answer the following 3 questions in a few sentences:

1. Why am I here? Please describe in a few sentences, to the best of your ability, the events that led to you being sent here.

2. Why was this behaviour wrong?

3. How can I make up for this behaviour?

4. Do you feel that you have been treated fairly?

Please tick yes or no

Yes

No

If 'NO' a member of staff will talk to you about this.

