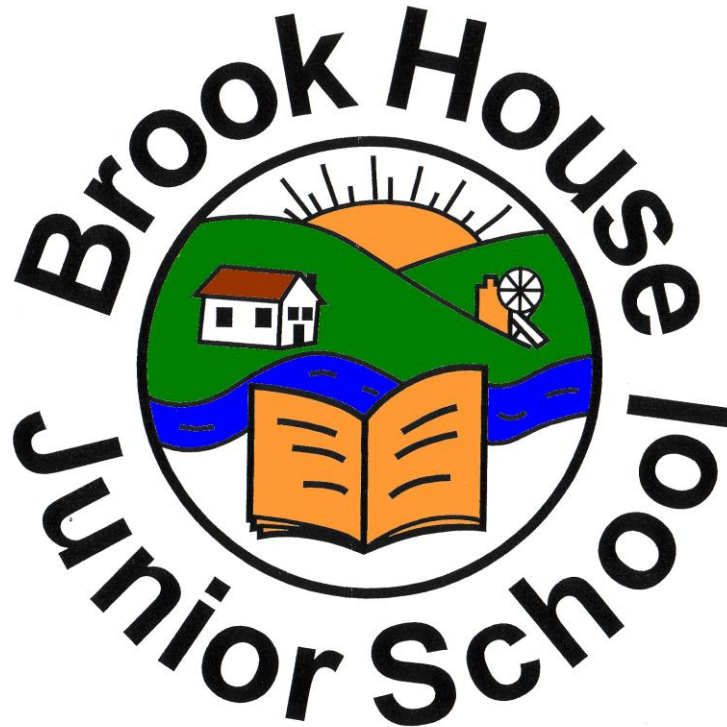


# Brook House Junior School



## Behaviour Policy

September 2018 – This Policy will be reviewed annually.

## **School Aims**

We aim to create a safe, caring environment where relationships are based on respect and trust, and to develop a positive self-esteem in each child so that they may reach their full potential. We are committed to maintaining high expectations of good behaviour, and to encouraging positive behaviour through the delivery of a rich, stimulating and challenging curriculum.

We actively encourage all members of our school community to read and understand the behaviour policy, so that they may support us in its implementation.

## **School Ethos**

The adults encountered by the children at school have an important responsibility in modeling high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

## **Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning environment contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, 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. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources 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, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Constructive criticism should be a private matter between teacher and child.

All classrooms should have clear reward charts and sanction charts which the children are clear about and respond to. The school has no set format for this with teachers having opportunities to create their own. One that is commonly used is a behavior ladder which emphasizes to children that through the right behavior choices they can move up or down the ladder.

### **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has a responsibility towards the whole school community.

### **Brook House Core Values**

The school has a set of 'Core Values' which are on display across the school. These set out the expectations for behaviour at our school. These are revisited and shared with the children on a regular basis. These are:

- We are friendly caring and polite.
- We are always ready to learn
- We are determined, we persevere and we are resilient
- We have a voice and listen to others
- We respect and appreciate each other's differences
- We work together cooperatively and respect our environment

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Every Monday the school holds a 'Sparkle and Shine' assembly which celebrates children who have exemplified the school's Core Values. Alongside this recognition of the following rewards are presented publicly during other assemblies across the week.

- House points
- Raffle tickets
- Home Support reading certificates.
- Whole class certificates.
- Term attendance certificates.
- Year attendance certificates.

## Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- The sanction will be a logical consequence to the undesirable behaviour.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.
- If the misbehavior is consistent then the involvement of parents at an early stage will be established so the school and parents can work effectively together to address the issues.

Sanctions range from expressions of disapproval from the class teacher, referral to the headteacher, withdrawal of privileges, missing morning break to take part in 'Core Values', (where children reflect on which Core Values they have not been adhering to) 'time out' at dinner time, to letters to parents and, ultimately and in the last resort, fixed term or permanent exclusion (following the L.A. guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

The school has a 'time out' area at lunch time that is run by the SLT and the Learning Support Coordinator. The focus of this is for whoever leads the time out to engage in dialogue with the child to discuss what they have done wrong and allowing them the opportunity to reflect on how they can improve. Our reference points in such discussions are always around which of the school's Core Values is the child not adhering to and how can they improve their behaviours.



Examples of behaviours which may result in a child being sent to the Hall for a period of time at morning break to reflect on Core Values they are not adhering to are: *running in the*

*corridor, shouting out in class, disrupting the learning in class, misbehaviour in the school canteen and poor behaviour on the playground.*

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. In certain cases it may be appropriate for a child to have an individual behavior plan created. Our school has a set template that is used for this purpose. This would be shared with parents and provide clear strategies, rewards and targets to support adults working with that child. The plan would be shared with all adults who work with the child to ensure a consistent approach from all who work with that child. The plan would be reviewed at regular meetings. Additional specialist help and advice from the Educational Psychologist or behavioral support may be necessary. This possibility should be discussed with the Headteacher.

If the unacceptable behaviour continues this may lead to seclusion or a fixed term exclusion. If a child receives an exclusion the Headteacher will request a meeting with the child and parents and decide the conditions for readmission. If the child then continues to break the school rules and behave in an inappropriate way, an additional exclusion may be given at the discretion of the Headteacher and governors. Permanent exclusion is seen as a last resort. It is only used when a child, in spite of structured intervention by the school, continues to exhibit inappropriate and unacceptable behaviour, and has accumulated forty five days of fixed term exclusions in a year, or has exhibited behaviour of such severe magnitude as to warrant removal from school immediately. In the latter case, the police may become involved.

### **When might exclusion be used?**

*‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.’*

*(DfE ‘Exclusion from maintained schools, Academies and pupil referral units in England 2012)*

### **Fixed Term Exclusion**

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The Headteacher will consider the nature of the misbehaviour when deciding upon the length of a fixed term exclusion.

The following are examples;

- Repeated failure to comply with a reasonable request from a member of staff
- Verbal abuse of staff, other adults or children.
- Repeated use of bad language in school, in the school grounds, on the way to or home from school.
- Failure to comply with the consequences of bad behaviour.
- Wilful damage to property.
- Repeated bullying.
- Violence towards another child or towards an adult.
- Repeated fighting.
- Theft.
- Persistent defiance or disruption in the classroom.
- Deliberately absconding from school.
- Other serious breaches of school rules

### **Internal seclusion**

An internal seclusion is an option the school may use as a last resort to avoid using a fixed term exclusion. This separates the child from their class for the day for both lessons and break times. The child is educated and time is spent constructively with an adult away from other children for a specified period that is decided by the Headteacher (or other leader in the Head's absence).

### **Permanent Exclusion**

*'A decision to exclude a pupil permanently should only be taken:*

*In response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'.*

*(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)*

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' misbehaviour.

## **'Team Teach' Approach**

The overwhelming majority of staff who work with children in our school underwent 'Team Teach' training in January 2015. From this the school has reevaluated how we approach and interact with children who misbehave.

Adults who work in our school are highly aware of the importance of de-escalation strategies to be used when challenging children who have misbehaved. To aid staff in school all adults who work with children have a prompt card that sits behind their ID lanyard. This card provides reminders of how to use language to address children who may become stressed as a result of an incident in school. The emphasis on the prompts is to calm the child down and de-escalate potentially volatile situations. Prompt on the card are:

- "How do you feel?"
- "John.... I can see that something wrong/ has happened"
  - "...talk and I'll listen..."
  - Offer: "Help is available..."
  - Response: "You can help by..."
    - Offer: "More help..."
  - Response: "What do you suggest?"
  - Offer: "I would like you to go and...."

## **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial in building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action (which may involve the creation of a behaviour plan) within this policy, and further disciplinary action will be discussed with the parents.

Appendix 1

A summary of unacceptable behaviours and consequences is included below:

<b>If</b>	<b>Then this will happen</b>
Pupils behave inappropriately during a lesson e.g. interrupting an adult teaching, ignoring instructions, making silly noises, pushing in line, name calling, refusing to work, and disrupting others.	They will be given a verbal warning to amend their behaviour using positive language. Their name will be moved to the verbal warning step of the consequence/warning system.
Inappropriate behaviour happens again during the lesson.	The consequence of this is either for the teacher to keep the child in for 5 minutes or use the Core Values sanction Children have the opportunity to earn time back if they make the right choice (up to Time Out Lunch time)
Pupils physically abusing another pupil by kicking, hitting etc. including fighting	Will result in automatic 'time out' lunchtime. Further instances of inappropriate behaviour will lead to seclusion.
Pupils verbally abusing another pupil by threats, teasing, racist or homophobic taunts	Will result in automatic 'time out' lunchtime.
Damage to school property/vandalism	Will result in automatic 'time out' lunchtime.
Any form of insolence, lying or being rude or cheeky to any adult in school, including refusal to work	Will automatically go to 'Core Values', miss break time and reflect and discuss their behavior with an adult.
Three or more 'time outs' in a term.	Meeting between a member of SLT and parents/carers. Withdrawn from residential, representing the school in sport out of school, or attending school evening discos
Four or more 'Core Values' in a half term.	Withdrawn from the opportunity of attending the school disco event. Withdrawn from residential, representing the school in sport out of school,
A pupil demonstrates extremes of behaviour such as stealing, violence	Could result in seclusion within school or fixed term exclusion
Physical violence towards a child or adult resulting in serious injury	Could result in seclusion or fixed term exclusion.
Running out of school-see absconding policy	Could result in a seclusion or fixed term exclusion.
Bullying	Could result in a seclusion or fixed term exclusion.