



## **BEHAVIOUR POLICY**

### **June 2018**

#### **1. OUR PURPOSES IN HAVING A WRITTEN POLICY FOR BEHAVIOUR**

- 1.1 Good behaviour is an important aspect of the ethos of Brackenbury and school life in general. We aim for children to develop self-discipline in order that they are able to achieve their full potential at school. Good behaviour will also ensure that the rights of others are respected.
- 1.2 It is every child's right to come to school happy, safe, looking forward to being here and able to work.
- 1.3 It is every teacher's right to be able to teach the lessons they have planned without being distracted from their task by the unacceptable behaviour of any child.
- 1.4 It is the right of all staff, visitors and all children to be treated with respect.
- 1.5 Having a clear behaviour policy will guide staff, children and parents and enable everyone to gain the most from Brackenbury School.
- 1.6 Applying our positive approach through a system of Rewards and Sanctions will ensure we have a consistent approach to achieving good behaviour.

#### **2 LEGISLATION AND STATUTORY REQUIREMENTS**

- 2.1 This policy is based on advice from the Department for Education (DfE) on:
  - Behaviour and discipline in schools
  - Searching, screening and confiscation at school
  - The Equality Act 2010
  - Use of reasonable force in schools
  - Supporting pupils with medical conditions at school
  - It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

#### **3. COMMUNICATION**

- 3.1 Good communication between the whole school community is an important part of establishing the levels of behaviour which are acceptable so that staff, children, parents and governors are clear and informed.
- 3.2 Our expectations have been discussed with children, parents, staff and governors and are integral parts of our Vision and Aims and the Home/ School Agreement.

#### **4. REWARDS AND SANCTIONS**

- 4.1 Every class will display 'Rewards and Sanctions' posters. This gives clear guidance to staff, visitors and children.
- 4.2 These approaches encourage the best from children but also make it clear that certain steps will be taken if they do not comply with our expectations.
- 4.3 Certificates presented in assembly also underpin the encouragement of effort and good behaviour.
- 4.4 PHSCE (Personal, Social, Health, Citizenship and Education) programmes are used to support lessons and assemblies on behaviour.
- 4.5 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.
- 4.6 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 might follow a particular theme, which is relevant to the class, an issue that has been raised through school council or an issue, that the teacher feels is important.
- 4.7 Restorative Approaches are used as a consistent strategy to dealing with behaviour issues between children in school. Staff use an agreed series of questions to respond to incidents. This whole school approach develops children's empathy and conflict resolution skills through facilitated discussion. Junior Restorative Approaches Officers are trained and on the playground at lunchtimes.
- 4.8 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. E-safety is embedded in the school standards of the behaviour policy.
- 4.9 All adults on school premises will model acceptable behaviours and breaches will be addressed.
- 4.10 Staff- keep a log of significant behaviour incidents and analyse trends and patterns.
- 4.11 For certain children the colour coded system may be adapted and other rewards and sanctions such as star charts or response plans may be implemented. These will be shared with the pupils and staff working with them directly.

#### **Rewards and Sanctions - The colour coded behaviour system**

Praise postcards:

Postcards can be posted home to children on a regular basis by staff for good achievement in a particular area. These are sent home for exceptional work.

All children start the day 'on green' children can then move up and down the coloured scale as appropriate.

Colour Stage	Rewards / Sanctions
<b>Gold</b>	SLT Gold behaviour award Class teacher sends home postcard This award is for exceptional work.
<b>Silver</b>	Good Behaviour Wrist Band/sticker Each child will receive one dojo per lesson if they stay on the green section of the behaviour chart. At the end of the week the children with the top five amount of Dojo points will get a silver award.
<b>Green</b>	Expected Behaviour – one Dojo per lesson if stays on green
<b>Yellow</b>	Verbal Warning – Name goes on the board
<b>Amber</b>	2 <sup>nd</sup> Warning Miss 5 minutes of lunch/play in the classroom not the fence Work alone within classroom on a separate table
<b>Red</b>	Miss 15 minutes of lunch/play Child completes 'reflection sheet' Teacher speak to parents Work alone within classroom of phase leader/parallel class Behaviour incident is recorded on SIMS by the class teacher
<b>Black</b>	See Deputy Head teacher SLT member speaks to parents Internal Exclusion

5.1 In the classroom, if a child breaks a Class Rule, a clear verbal warning will be given and the child's name will be moved on to 'yellow' for the first verbal warning. If the poor behaviour is repeated, a second warning is given and the child's name will be moved on to 'amber' with a sanction of losing 5 minutes break time in the classroom. Children will be warned about the consequences faced if the poor behaviour continues. A further repeat of this behaviour moved the child to 'red'. They will miss 15 minutes of break time, in the classroom and need to complete a behaviour reflection sheet and they will have to work alone in the classroom of the phase leader.

5.2 The child will be able to go back to green following the end of the lesson. A child will receive a Dojo point each for staying on the green for the entire lesson. If the behaviour of the child deteriorates further and the child becomes unresponsive, a phase leader or senior member of staff will be called for.

5.3 The class teacher will record all moves to red and will contact the child's parents in the playground at the end of the day or by telephone that day. All children who go onto red or black will be monitored by the class teacher to see if other intervention is required. Another senior member of staff will be called and a decision will be made as to what the relevant course of action needs to be.

5.4 At the end of the week, the children with the top five amount of Dojo points will get the Silver award. There will be six different Silver awards, one for each half term. At the end of each week, the Dojo points will be cleared and the children will all start on zero. Postcards can be posted home to children on a regular basis by staff for good achievement in a particular area. These are sent home for exceptional work.

## **6. DEALING WITH HARASSMENT AND STEREOTYPING**

- 6.1 We aim to create an ethos in school, which celebrates all cultures and ethnic backgrounds. Children are taught to celebrate and respect the school's diversity through lessons and assemblies.
- 6.2 Negative discrimination, harassment and stereotyping regarding race, gender, religion, learning ability, sexual orientation, social background, physical appearance or physical/mental disability is not tolerated at Brackenbury School.
- 6.3 If a member of staff hears of any racial comment from a child they must speak to that child immediately and explain that it is not acceptable and why. This is referred to a member of the Senior Leadership Team. The Headteacher will note this as a racist incident and it will be reported to governors.
- 6.4 All behaviour incidents will be recorded on SIMS (School Information Management Systems) by the class teacher.
- 6.5 If any member of staff hears, sees or receives harassment/stereotyping then he/she must inform a member of the Senior Leadership Team immediately.
- 6.6 If it is a parent of or visitor to the school the Headteacher or Deputy Headteacher will hold a meeting with the individual and explain the inappropriateness of such comments. In extreme cases or repeated cases the Headteacher may take action to ban the individual from the school premises.

## **7. EXCLUSIONS**

- 7.1 Whenever the school becomes concerned that a child's general behaviour is deteriorating, or in the event of exceptionally aggressive or poor behaviour, parents will be contacted by telephone or in writing and, if appropriate, invited to come into the school to discuss concerns. Behaviour Monitoring Charts and Behaviour IEPs may be used to help manage and rectify poor behaviour. Class teachers will regularly meet with all parents of children on Behaviour Monitoring Charts or IEPs to discuss progress with both the parents and child present.
- 7.2 It may be appropriate to set up Pastoral Support Programmes to assist the modification of behaviour required. The Pupil Inclusion Development Service, CAMHs and the Educational Psychologist will also be involved as needed. Close contact and good communication between the school and home will be a key to success. Support may also be sought from other external agencies on case by case basis. Support may have to be accessed from other boroughs when a child's home address is out of borough.
- 7.3 In the event of an extremely serious incident for example, one in which the child has lost self-control, or in the event of gradual deterioration in behaviour, despite many interventions and appropriate warnings, a

short-term exclusion may be imposed.

7.4 A decision to make a fixed term exclusion is taken in response to a serious breach of school discipline. Following a fixed-term exclusion, the parents/carers of the pupil will attend a meeting with the Head or Deputy Head before the pupil returns to school.

7.4.1 A child whose behaviour is causing considerable concern may be referred to the Inclusion Manager. In consultation with staff who work with the child and the parents, a child may be put on the SEN register for issues with behaviour. Strategies will be put in place that are over and above normal classroom behaviour management. Targets are set and monitored. External support may be required. Close contact and good communication between the school and home will be a key to success.

7.5 A decision to exclude a pupil permanently will only be taken:  
1) in response to a serious breach or persistent breaches of the School's behaviour policy; and  
2) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the School.  
Permanent exclusion is the final step in a process dealing with disciplinary offences when all other strategies have been tried and proven unsuccessful, (except in exceptional circumstances.)

7.6 Only the Headteacher or Acting Headteacher (if the Headteacher is absent) may exclude a child. He/She informs the parents in writing, a record is made on SIMs and the authority is notified through the Family Support Services.

7.7 Exclusions are monitored on a termly basis by the governing body.

7.8 Current DfE statutory guidance is followed for any type of exclusion.  
<https://www.gov.uk/government/publications/school-exclusion>

## **8 MALICIOUS ALLEGATIONS**

8.1 Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

8.2 Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

8.3 The headteacher will also consider the pastoral needs of staff accused of misconduct.

## **9. PHYSICAL RESTRAINT**

9.1 In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on the designated form and handed to the Head teacher.

## **10 CONFISCATION**

10.1 Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## **11 PUPIL SUPPORT**

11.1 The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

11.2 The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

**Person Responsible:** Head Teacher

Review period every 3 years