

Reviewer SLT	BROOKFIELD JUNIOR SCHOOL <u>Behaviour Management Policy</u>	Review date September 2017
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Introduction

DfE guidelines have been taken into consideration in the formulations of this policy.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. It is non-discriminatory and the expectations are clear.

Education should be a positive partnership with parents, governors and the school working closely together and supporting each other.

The school wishes to promote and build further the excellent behaviour that is the norm for the majority of our pupils. Parents play a vital role in the development of positive behaviour patterns and attitudes in their children and the school appreciates this. The governing body, headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, cultural, religion, gender, disability or sexuality.

Aims

- To ensure appropriate behaviour and language throughout the school, expecting only the highest standards of behaviour of our pupils.
- To teach our pupils to understand the difference between acceptable and unacceptable behaviour and thus allow them the opportunity to develop the skill of self-correction.
- To encourage and praise greater effort in both work and behaviour.
- To ensure a whole school approach to discipline, which is used by all the staff in the school ~ teaching and non-teaching.
- To ensure that parents are informed and are aware of the school's expectations and disciplinary procedures.
- To establish a caring, sharing, positive atmosphere with all who enter the school, building on teamwork, where trust, politeness and good manners are evident.
- To provide a system of rewards to encourage good behaviour and a system of sanctions to try and reverse continuous and habitual offenders.
- To ensure a safe, and happy school.
- To promote good citizenship.
- To promote self-discipline.
- To prevent bullying.

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DfE definition of bullying

- It is deliberately hurtful behaviour
- It is repeated, often over a period of time
- It is difficult for those who are being bullied to defend themselves

Bullying can take many forms but three main types are;

- Physical : hitting, kicking, taking belongings
- Verbal: name calling, insulting, racist remarks
- Indirect: spreading unpleasant stories, excluding child from social groups.

Principles

Every child has a right to learn but no child has the right to disrupt the learning of others.

At Brookfield we believe that our pupils should know and appreciate the difference between acceptable and unacceptable behaviour, learning from their mistakes and thus becoming self-correcting.

We believe that praise is the vehicle by which our pupils will appreciate the value of good behaviour.

We believe unacceptable behaviour to be:

- Bullying, both physical and mental
- Victimisation in all its forms, including racism
- Offensive or threatening behaviour or language towards pupils or adults
- Rudeness
- Deliberate damage to property, both the school's and other people's
- Stealing
- Fighting
- Disruptiveness

Responsibilities

All members of the school community: teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- Providing a well-ordered environment in which all are fully aware of behaviour expectations.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all bullying or harassment in any form.

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- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

Rules

Rules for different places around the school have been devised by the children after discussions with staff. These rules are clearly displayed and referred to when necessary.

Rewards

We praise and reward children for good efforts in their work, for appropriate behaviour and for keeping to the school rules. There may be some slight differences between the year groups as we recognise the gradual maturity of the children; what appeals to a Year 3 child as a reward, is not necessarily appropriate for a Year 6 child.

REWARDS

A wide range of achievements are celebrated by awarding:

- House points
- Merit stickers
- Head Teacher Commendations
- Stickers for good behaviour at lunchtimes
- Good Behaviour stickers
- Learning Heroes
- Super Heroes

Other rewards include:

- Class attendance certificates
- Golden Time activities
- Showing work, achievements in Celebration Assemblies
- School teams/clubs may purchase sew on badges
- Excellent work put on display
- Extra playtime

Sanctions

For inappropriate behaviour one of the following sanctions will apply. The severity of the sanction depends upon the nature of the behaviour:

SANCTIONS

- Verbal warning (s)
- Written warning
- Time out to calm down (possibly isolation within the classroom, moving to a desk or area away from other children)
- Sent to another teacher/classroom to work
- Detention at playtime (noted in Home:School Communication book with reason given)
- After 3 detentions in any one term ~ parents/carers contacted by the Head

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<ul style="list-style-type: none"> Teacher • Sent home at lunchtimes • Exclusion

High level intervention – Detention

- A pupil may be put into detention for any one of the examples of unacceptable behaviour as specified on page 2 of this policy.
- The adult putting a child in detention will note the detention in the child's Home:School Communication book to keep parents/carers informed.
- Detentions will take place in the Hall during morning break.
- The teacher on duty will note the child's name, date and reason for detention in the Yr group Behaviour Book.
- Pupils in detention will be required to write about their transgression and what they must do to redeem the situation. This is written in their Home:School Communication book. They may also write an apology if appropriate.
- If any pupil fails to arrive to complete their detention, they will be given an extra detention, one to replace the 'missed' one and the extra for failing to attend; (unless they were absent on that day).
- If a child is put into detention on three or more occasions in any one term, a letter will be sent home, inviting their parents/carers to discuss the matter with their child and to hold discussions with the class teacher where appropriate.
- If a child's behaviour does not improve parents/carers will be invited to attend a meeting to discuss a Behaviour Support Plan for their child. With the understanding that an exclusion would be a possible sanction.

Extreme case

We have a zero tolerance of bad language and physical assault. Should children display this behaviour, then it will be dealt with in the following ways:

ZERO TOLERANCE	
BAD LANGUAGE	PHYSICAL ASSAULT
Used in 'everyday language' (eg ~ swear when drop books, or stub toe) = a warning given. If this occurs in the playground = stood by the wall Repeated occurrences are discussed with parents	Used in 'everyday manner' (eg ~ tapping, poking, tugging) = a warning given. If this occurs in the playground = stood by the wall. Repeated occurrences are discussed with parents
Used aggressively towards another child or adult = removal from classroom or playground by SLT or Head Teacher, parents/carers contacted + detention.	Used aggressively towards another child or adult = removal from classroom or playground by SLT or Head Teacher, parents/carers contacted + detention.
Used continually and excessively	Used continually and excessively

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= exclusion.	= exclusion.
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Exclusion

The Head Teacher can exclude a pupil but can only do so in line with the requirements within the DfE 'Improving behaviour and attendance: guidance on exclusions from schools (pub. Sept. 2008) and following any other amendments from the LA or Central Government. For all exclusions, the Exclusion Officer must be informed.

If a pupil's behaviour continues to be disruptive or violent, in spite of applying all the measures in the Behaviour Management Policy, and undermines the quality of teaching and learning for other pupils, then procedures for the exclusion of the pupil will commence.

Parents will be notified of the reason for the exclusion and invited to discuss the matter with the Head Teacher. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the offending behaviour pattern is not repeated. A written record of the discussion, and commitments to the agreed plan, by the parents, the child and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Opportunities for children to discuss appropriate behaviour

- A programme of personal, social and health education designed to promote mutual respect, self-discipline and social responsibility.
- A clear focus for work on relationships and feelings as part of the PSHE work throughout school.
- The agreement of a set of rules by each class at the beginning of Term 1.
- Knowledge of school rules, other than the classroom.
- 'Time to Talk' sessions are offered to children who wish to discuss any issues on a 1:1 basis with our trained PALLs.

Liaison with parents

At the beginning of each academic year, 'Meet the Teacher Meetings' are held and our approach to behaviour management and our expectations are outlined. Throughout the year, parents are kept informed about their child's behaviour. The Home:School Communication books are used as two-way contact between home and school, with messages and requests for meetings.

If any pupil/s presents an ongoing behaviour problem, staff will keep an internal, dated, log of the problem, including third party interventions (SENCo, Deputy, FLO, Head Teacher) and all strategies used.

A home-school contact book may, in certain circumstances, be appropriate.

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A Behaviour Support Plan may be agreed between pupil, staff and parents and a date set for evaluation.

Outside agencies

Any worries about any pupil should be discussed with the SENCo. There are times when the advice of outside agencies will be required. This will be the result of discussions between the class teacher, SENCo, FLO and Head Teacher, or as the result of discussion at a LIFT Forum, which takes place monthly. Any outside agency will need information; therefore staff need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies include: Learning Support Service, Educational Psychologist, Behaviour Support Service, SSKY worker, Speech Therapist, Physiotherapist, School Nurse and Social Services.

Monitoring

The Head and Senior Leadership Team will continually monitor the behaviour throughout the school.

The effects of this policy will be evaluated through consultation with all parties involved, i.e. children, parents, staff and governors.

Agreed changes to this policy will then be incorporated as necessary.

**Further reference should be made to the school's
RESTRICTIVE PHYSICAL INTERVENTION POLICY.**

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