



Brookhill Leys Primary and Nursery School

Behaviour Policy

Introduction

This document is a statement of the aims, principles and strategies for Brookhill Leys Primary and Nursery School. DCSF guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with other policies, to establish the general ethos of the school.

The school policy for behaviour management was developed and agreed by the whole staff and has the full agreement of the Governing Body. The policy was approved during Autumn 2009.

The implementation of this policy is the responsibility of all staff.

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.

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort and motivation in both work and behaviour
- To ensure a consistent whole school approach to discipline which is used by all the staff in the school
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by always using assertive discipline techniques
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self discipline
- To prevent bullying.

DCSF 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 or excluding someone from social groups.

Principles

Every child has the right to learn but **no child has the right to disrupt the learning of others**. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the LA, governors, parents and carers and others in the community.

Responsibilities

All members of the school community work towards the school aims by:

- providing a well ordered environment in which all are fully aware of behavioural 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
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently – this includes high quality teaching and learning and full preparation for all activities and lessons
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other.

Home School Agreement

Every child in school will have a Home School Agreement signed by the child, Headteacher, parent or carer and Chair of Governors.

School Uniform

Full school uniform and smart appearance, such as sensible hair styles and suitable footwear will be worn by **ALL** children in school at all times. This promotes positive behaviour and sets high standards of all children.

Rules

All the rules have been devised from various discussions with the children, and from staff meetings with teaching staff and support staff, to incorporate their opinions. When these rules are given to the children there must be opportunity to discuss them and ensure that they are fully understood and accepted. All rules will be displayed in the appropriate place.

THERE ARE FIVE RULES. THESE WILL BE DISPLAYED, ALONG WITH REWARDS AND SANCTIONS, IN EACH CLASSROOM. ALL CHILDREN AND STAFF WILL KNOW THE RULES. 5 RULES HAVE BEEN CHOSEN TO 'UMBRELLA' MAIN PRINCIPLES OF BEHAVIOUR EXPECTATIONS

School rules

1. I will keep my hands and my feet to myself
2. I will do as I am asked the first time
3. I will be where I am supposed to be at all times
4. I will walk around school quietly and sensibly
5. I will look after my belongings and everything in my school

Rewards

Rewards are very important and a powerful tool for encouraging appropriate behaviour. They can take on a variety of forms:-

- **Verbal** – An encouraging remark when positive behaviour is spotted takes no time and effort but can still mean a lot to the child. The value of verbal praise should not be underestimated and be used appropriately and often. CATCHING CHILDREN BEING GOOD 😊
- **Names placed on the smiley side of the board.**
- **Telling Parents** – At Brookhill Leys we keep close contact with our parents. An encouraging note/word to parents is appreciated by child and parent alike.
- **Stickers** – These are available in all classes and from all staff in school. They are suitable for all ages and particularly motivating.
- **Head teacher's Award** – Children can be sent to the Head teacher for a special sticker for excellent behaviour. Children with good work can also be sent to receive a sticker.
- **Chance Cards** These are given to children for good behaviour, work, achievements or good actions. They are unlimited and children are encouraged to earn as many as they can. All staff give these out to any children they feel deserve one. A number of them are selected at random in Golden Book and the child chosen receives a reward from the Chance Card Chest. Chance cards must have the child's name, class, who has given them and what for written on them.
- **The Golden Book** – Exceptionally good work / effort or achievement is recorded in The Golden Book. Once a week these achievements are celebrated in a 'Golden Book assembly'. Parents are invited to these assemblies, via a sticker requesting their attendance, sent home the Monday before the next Golden Book. One award is for work and one award for a SEAL
- **Childrens Champion** – For outstandingly good manners and/or personal smartness. Once a week these

achievements are celebrated in a 'Golden Book assembly'. This award is chosen by the children in each class.

- **Attendance Award** – the class with the best weekly attendance will be displayed, celebrated and receive an extra playtime to be taken when they choose. Our school target is to be above 96.3%.
- **Homeworker of the week** – One child from every class will take a certificate home every Friday for being the best that week with their reading and homework.
- **Half - termly behaviour awards**, one for each class. The child is presented with a behaviour badge to wear for the term and a letter of congratulations is sent home in the post.
- **Class Council/School Council** gives an opportunity for discussions including behaviour and expectations and how the children can make a difference themselves. These class discussions will then feed into the School Council.
- **Responsibilities in class and around school** these can be used to focus a child and help avoid poor behaviour as well as rewarding a child for good behaviour. Older children will be responsible for setting up for assemblies and showing visitors around school.
- **Top Table** – every Friday Mid Day Supervisors will provide a Top Table for VIP children who have earned a top table award during the week to sit on. This table will have fruit juice, decorations, napkins, a table cloth and a Top Table sign, as well as being waited on as VIPs. There will be up to 8 children chosen and these children will be allowed to ask 1 friend to join them.
- **Scooby Doo** – each day the smartest table will be joined by Scooby Doo, the cuddly toy, chosen by Mid Day Supervisors for excellent manners and eating habits.
- **Foundation Star of the Day Award**- Foundation children will prepare towards joining the above reward systems by having smaller scale schemes such as Star of the Day, working towards joining Golden Book Assemblies and the above schemes in the Summer term of F2 in preparation for Y1

Sanctions

"No school however positive or imaginative can eliminate disciplinary difficulties entirely" ("Good Behaviour and Discipline". DCSF). Should children not conform to the agreed rules; the following sanctions will be applied in order.

1. Verbal warning(s). Start by saying " *This is a verbal warning*" with an explanation of which school rule is being broken (1-5)
2. First warning, name on the board. (Sad side) Each class will have a happy and sad side of the board.
3. Second warning, mark next to name on the board and move to a table or area away from the other children. (5 minutes break will then be missed with the class teacher and spent in the classroom with the class teacher. If the teacher is on duty then the child will stand with the teacher)
4. Final warning , second mark put against the name on the board and sent to their paired classroom for the remainder of that lesson - name recorded on behaviour log for HT and school behaviour records (above 5 minutes still needs to be carried out) *Paired class list in registers*.
5. Continuation of refusal to conform to agreed rules in paired class will result in a detention at playtime – supervised by a teacher in the main hall – detentions must all be agreed by SLT and reported to HT. Second detentions in the same week require a visit to the Head teacher. Third detentions in the same week will result in a letter being sent home and a request for a meeting with a parent or carer
6. Parents informed.
7. Home/school contact book- used by class teacher when they feel behaviour needs feeding back to home on a daily basis.
8. Serious incidents - sent to Head teacher and the incident recorded on SI form. The Head Teacher will arrange a meeting with the pupil's parent(s)/carer(s). An entry will be made on the pupil's records.
9. Extreme cases may result in exclusion.

THE ABOVE SANCTIONS WILL BE RECORDED ON THE BEHAVIOUR SPREADSHEET IN EVERY CLASS AND COLLECTED IN EVERY FRIDAY FOR DATA PURPOSES TO ENABLE WHOLE SCHOOL MONITORING OF BEHAVIOUR

Internal Exclusions

As a preceding stage to moving to a fixed term or permanent exclusion, the school finds it helpful to isolate or internally exclude a pupil for a day or even longer. We recognise this strategy is staff intensive and we will ensure adequate provision for isolated pupils. This method of exclusion is a penultimate sanction for persistent and defiant

refusal to abide by the agreed disciplinary code of conduct, resulting in continuing and generalized bad behaviour. Instances of theft, violence, vandalism and racism may well be so serious that they warrant an immediate move to exclusion.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour (refer to our anti-bullying policy). The Head Teacher will decide whether the pupil will be moved to another class or year group for a specified period. As part of this penalty the pupil may also have supervised break and lunch times away from their peers. In addition the pupil's participation in any school visits or sporting events should be withdrawn.

Where the pupil is felt to be in serious risk of exclusion or disaffection a Pastoral Support Programme (PSP) may be established by the Inclusion Leader and monitored by a nominated teacher.

From 1st September 1998 legislation has given Head Teachers the authority to detain pupils on disciplinary grounds at the end of the school session without the consent of parents. If the Head Teacher deems this to be appropriate, 24 hours written notice will be sent to the parent/carer before the detention takes place. The notice will contain the reasons for the detention, when and where it will take place and how long the pupil will be detained in school.

Exclusion - In exceptional circumstances the Head Teacher will inform the School Governors and fixed term or permanent exclusion of the pupil will be considered. The Head Teacher and Governors will take full account of the guidance provided in Nottinghamshire County Council's Children's Behaviour in Schools document (1999). (Exclusion is occasionally the only option when considering the health and safety of a child and others).

After any sanction it is important to endeavour to find some good behaviour to reward if at all possible. At each of the above stages it is appropriate to give an opportunity (get out clause) for the child to right their behaviour and for example earn their name wiping from the board, or one mark being removed.

Children with AEN may require individual behaviour targets, star charts, daily records and smaller steps. These are the responsibility of class teachers. If a child is causing concern within class it will be assumed that teachers will try these strategies and be in regular contact with parents or carers.

If appropriate, advice and support may be sought from the EBD Service BSS and/or Educational Psychologist and a behaviour plan drawn up. A school concern form will need to be completed and passed to the Inclusion Leader, who will then work with the class teacher.

The use of force to control or restrain pupils

There is no legal definition of when it is reasonable to use force – that will always depend on all circumstances of the case. Any degree of force is unlawful if the circumstances do not warrant the use of force. The degree of force used should always be the minimum needed to achieve the desired result and it should only be used when all other de-escalation techniques have failed. This force is used to prevent a pupil from:

1. endangering themselves
2. endangering others
3. causing major criminal damage to property

For example:

- A pupil attacks a member of staff or other pupil
- Pupils are fighting
- A pupil is committing or on the verge of committing deliberate and serious damage to property
- A pupil is causing or at risk of causing injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running in a corridor or stairway in which he or she might have or cause an accident likely to seriously injure him or herself or others
- A pupil absconds from class or tries to leave school other than at an authorised time. The judgement on whether to use force here would depend on assessment of the degree of risk to the pupil.
- A pupil is behaving in a way that is seriously disrupting a lesson
- A pupil blocks a door to prevent access for others
- A pupil resists attempts to search him or her for a weapon

The types of force used could include:

- Standing between pupils
- Blocking a pupils path
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in centre of the back
- Pushing
- Pulling, and

In more extreme circumstances using restrictive holds. Such holds include:

- Two **TRAINED** staff members holding a pupils elbows to his or her sides
- Two **TRAINED** staff members holding a pupils elbows and arms securely by his or her sides
- Two **TRAINED** staff members holding a pupils elbows, wrists and hands.

Such intervention should be used for the shortest possible time.

Where there is a high risk of death or serious injury, any member of staff would be justified in taking necessary action consistent with using the minimum force required to achieve the desired result. e.g. preventing a pupil running off the pavement onto a busy road or hitting someone with a dangerous object

Serious incidents that require the use of force can be upsetting to all concerned. After an incident ends, it is important to ensure that staff and pupils are given the appropriate support and debriefing.

Exclusion

Is a last resort and a very serious matter.

A pupil will be excluded for a fixed term or permanently if the pupil commits any of the following violations while he or she is at school or is engaged in a school related activity:

1. Possessing a weapon/item that threatens the safety of other pupils/staff
2. Using a weapon to cause or to threaten bodily harm to another pupil
3. Committing physical assault on another person that causes bodily harm requiring medical treatment
4. Committing theft
5. Criminal damage/reckless damage to school property
6. Serious verbal abuse
7. Persistent disruption to their own or others education
8. For any other reason where the behaviour of the pupil is deemed to be inappropriate by the Governing Body

Parents will be notified of the reason for the exclusion. If the child is on fixed term exclusion, a meeting between the parents and the school will be arranged before re admittance. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. A copy of these agreements will be kept on school record and a copy available for parents.

A risk assessment may need to be carried out before the child is allowed to return to school.

School work will be provided for any excluded child and the child will be expected to complete such work.

The Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, she informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and Nottinghamshire LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

In light of this policy the Headteacher, and Senior Staff, will continually monitor the behaviour throughout the school. Changes to this policy will inevitably occur. These will be incorporated as necessary. Data for behaviour will be collected from class teachers and Mid Day Supervisors and collated weekly. This data will be used to create action plans and identify patterns and areas for development.

Staff will revisit this policy on an annual basis. Governors will monitor through HT reports and visits to school.

Peer Mentors

Children from years 5 or 6 are chosen to be Peer Mentors. This involves the following responsibilities:-

- **With full training** being a support for the emotional wellbeing of the rest of children in school
- Being available for children to discuss anxieties they may have
- To listen to concerns around friendships and be a support and a guide for resolving such issues

These children will be supported by staff in school and will always only carry out this role when supervised by an adult.

Lunchtime Helpers

Nominated Children from Y4 and Y6 will be lunch time helpers. They will have an early lunch and then support the younger children by:-

- Modelling good manners and eating habits
- Helping to clear away, open packaging
- Reminding children to line up smartly, be polite, sit appropriately
- Passing water jugs along the table
- Supporting our youngest children to use their cutlery correctly
- Helping with coats and sandwich bags

These children will be supported and chosen by the Mid Day Supervisors and will work on a weekly rota.

Assemblies

The class teachers and support staff are responsible for ensuring children are silent and still when seated in assembly. Any inappropriate behaviour must be dealt with by the teachers and support staff in assembly, as well as walking to and from assembly. **It is not the responsibility of any person taking assembly to also monitor behaviour.** Excellent behaviour and expectations are crucial in whole school assemblies as they set the whole school vision and often are attended by a wider school community. A teacher sitting near any child who is not behaving in an appropriate manner, or sitting silently will need to remove the child from assembly. Any child removed from assembly will need to visit the Head teacher, Deputy Head teacher or Assistant Head teachers and miss their next break.

Teachers are asked not to talk in assembly, to each other or the person delivering the assembly, but to model expectations. Teachers are expected to ensure their classes come into assembly in silence and looking smart with shirts tucked in and full school uniform etc.,

Teaching and Learning

Where there is a concern in a class regarding standards in teaching and learning, there may be a raised incident of behaviour issues, due to mismatched work, boredom or lack of supervision, or poor behaviour management skills. All teachers must follow the schools Teaching and Learning Policy to ensure this does not happen.

When inadequate Teaching and Learning is identified, support will be put in place and actions against this support set. Targets will be set and expected to be achieved, over a limited time scale.

Repeated inadequate provision will be dealt with following school, Trade Union and LA procedures, with the expectation that behaviour will not become a barrier to learning.

Teachers finding behaviour difficult will be guided to reading materials, support staff and strategies to support.

ALL STAFF IN SCHOOL ARE EXPECTED TO FOLLOW AN ASSERTIVE DISCIPLINE PROTOCOL – PRAISE FIRST – ALWAYS GIVE A GET OUT OPPORTUNITY – POSITIVES – FIRM AND FAIR – CLEAR STEPS AND EXPECTATIONS

ALWAYS HIGH EXPECTATIONS OF ALL CHILDREN.

**BEHAVIOUR BELONGS TO EVERYBODY AT BROOKHILL LEYS PRIMARY AND NURSERY SCHOOL.
EVERYBODY IS RESPONSIBLE.**

THIS BEHAVIOUR POLICY IS IN LINE WITH LA GUIDELINES AND SUPPORT WILL BE SOUGHT AS AND WHEN REQUIRED FROM BEHAVIOUR SUPPORT, PARENT WORKER, EDUCATION WELFARE OFFICER AND LOCAL EDUCATION OFFICER.