

BRINSWORTH MANOR JUNIOR SCHOOL

Behaviour policy

Brinsworth Manor Junior School aims to:

- Provide a safe, stable and secure learning environment.
- Create a positive school ethos where children's strengths, achievements and positive behaviours are continually acknowledged and reinforced by praise.
- Create an effective, positive and structured rewards system.
- Promote behaviour that is conducive to learning.
- Encourage students to take an active responsibility in developing themselves as independent learners.
- Have high expectations of students, teachers and the wider school community to ensure that the school both contributes to and enhances the community in which it exists.
- Ensure there are clearly defined standards of behaviour which are understood by everyone and consistently applied throughout the school.
- Provide effective structures to respond to disciplinary incidents which are firm, fair, clear and consistent.
- Instill in pupils the importance of respect to promote a mutual respectful school community.

The Behaviour Policy consists of 3 main elements: Rules, Rewards and Consequences. These are displayed prominently in every classroom and public areas.

Rules

We want a school where:

- Everyone is treated equally and everyone feels valued.
- Children and adults have respect for each other's feelings, rights and backgrounds.
- Everyone looks after school property and each other.
- Children have a positive enthusiasm for school life and take responsibility for their own learning.
- Teaching and learning take place without disruption.

There are separate rules for outside of the classroom (dining room and playing outside) and these are displayed in appropriate places and have been developed by the school council in consultation with their peers.

Our School Values are displayed in every classroom and around the school environment. They are:

- Friendship
- Trustworthiness
- Fairness
- Happiness
- Pride
- Respect
- Determination
- Courage
- Honesty
- Teamwork
- Co-operation
- Politeness

At the beginning of each new school year, our school values are discussed and a classroom charter is created to reinforce these values to ensure pupils put them into practice on a regular basis. The charter is drawn up by the class with the teacher to reflect the rules and values.

Rewards

Rewards are for individuals, groups or whole classes. They are rewarded for showing extra effort with work and for showing a good attitude and good behaviour.

1. **Smiley faces** to reward individuals for effort or achievement. However, once the whole class has achieved a colour (e.g. bronze, silver, gold or platinum) then the whole class will be rewarded to encourage children to help each other earn smiley faces.
2. **Termly letters home** at the end of each half-term (6 times a year) a letter will be sent home to parents/carers of individual children who have not had their name on the behaviour monitoring sheet. At the end of the academic year if a child has received all 6 termly letters home, they will be presented with a 7th letter in assembly to celebrate this achievement.
3. **Special Mentions assembly:** Each teacher chooses one child from their class to receive a special mention in the Friday assembly. Teachers will explain why they chose the child and write the reason for the award in the Special Mentions book. The Special Mentions Book is on display in the hall for children and parents to see. (A staff member takes a photo of the award winners each week to put on the website)
4. **Special Termly Assemblies:** Special certificates will be presented every term to children who have demonstrated that they adhere to the whole school values and have excellent behaviour. We will invite parents to attend the event and to spend time with their child afterwards.
5. **Assembly to celebrate special talents:** Weekly assembly to encourage special gifts and talent both in school and outside of school.
6. **Class/Year group awards:** There is a **consistent approach** across the year group to in class behaviour rewards. Staff must always use positive verbal praise to increase a child's motivation and discuss good work/excellent attitude with parents when possible.

Consequences

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| | Children are given a rule reminder. |
| 1 | If the poor behaviour continues, they are given a warning on the behaviour monitoring sheet. |
| 2 | If the poor behaviour continues, the child is given a second warning on the behaviour monitoring sheet. |
| 3 | Child is moved within the classroom. If during lunchtime they may be asked to stay in a specific area of the yard for a time out. |
| 4 | If the behaviour continues they should be sent to another classroom (preferably the Phase Leader if available). When the child returns behaviour should be improved. If during lunchtime children will be expected to go to behaviour support. |
| 5 | Should the behaviour continue on return they must attend behaviour support. At this point a text is sent home to inform parents and the behaviour log is completed. |

Children go straight to the 5th step for the following behaviour:

- Leaving the classroom without permission
- Fighting
- Stealing
- Deliberate serious injury to another child
- Serious defiance of an adult
- Racist and homophobic behaviour or language.

- Bullying or bullying type behaviour (behaviour which includes any of the roles defined in the Anti-Bullying Policy i.e. ring leader, associate or bystander).
- Name calling with deliberate intent to cause distress (including offensive language).
- Deliberate actions by a child which cause an escalation in an incident which leads to violence.
- Behaviour when moving around school e.g. the dining room, corridors to toilets, that causes health and safety concerns.

Inclusion Team will monitor all incidents through behaviour Incident Sheet and recorded incidents from behaviour support.

Parents will be contacted to attend a meeting with the Head or/and Inclusion Team.

Should behaviour persist:

Behaviour Support

Children attend behaviour support to complete a reflection task. This will be supported by the staff member leading the session. The staff member can only support the child if they are aware of the incident. The incident must be recorded (ABC incident form) to support the session.

The length of the behaviour support session is determined by the teacher. **These take place at break and at lunchtime.**

Monitoring cards (Inclusion/teacher/pupil)

If a child is persistently behaving inappropriately in the classroom and the playground they will be given a monitoring card, this card is issued for a full week and each day is broken down into sessions including breaks and lunchtimes. It is the child and their teachers responsibility to make sure each session is filled in with either a tick or cross and comments if necessary. The children will then have to report to the Inclusion team at the end of every day to show their cards and talk about their day. These cards can have a positive impact on the children as it often helps them to stay focused and they are keen to earn their 'Ticks' each day. Head of School and Inclusion Team will make a decision at the end of the week as to whether the child will be able to come of the monitoring card or be moved onto a report card

Report Cards

Report cards are introduced if a child has been on a monitoring card and has not been able to improve their behaviour throughout the week. Parents are involved and will be met to discuss behaviour at the end of the week (before this if required) with the child present.

Severe Behaviour

May lead to:

- Fixed Term Exclusion (to home)
- Internal exclusion (in school – out of class)
- Part time time-table as part of a pastoral support plan/CAF

The behaviours pointed out below may result in some form of exclusion.

- Fighting and/or refusing to stop fighting when instructed to do so.
- Deliberate serious injury to another child
- Serious disruption to learning for other children.
- Leaving the premises without permission
- Deliberate physical abuse of staff.
- Serious verbal abuse of staff
- Deliberate serious damage to school property
- Repeated bullying or bullying type behaviour.
- Bringing dangerous implements into school and threatening to use them

- Refusal to follow daily routines which leads to members of staff being redeployed from their timetabled responsibility.

The type of sanction is determined by the following criteria:

- Health and Safety issues
- Disruption of learning to others
- Special Educational Needs
- Capacity for Internal Exclusion to be managed
- Case History.

Each case is reviewed on an individual basis. Only the Head Teacher may authorise exclusion, (or in the absence of the Head Teacher, those delegated with the responsibility for the school in the absence of the Head Teacher)

Lunchtimes

Lunchtime supervisors will follow this policy. If an incident occurs in the playground they must report the incident to the Inclusion team and class teacher in the agreed manner.

The Inclusion Team are always available at lunchtime for staff and pupils. Some pupils who are monitored will be aware that the Inclusion team are there to support them.

Extra Curricular Clubs

Consideration will be given to the appropriateness of a child attending a club if they have had behaviour incidents during the day/week. If the decision is made that a child should not attend the after school club then parents should be informed, by the Inclusion Team or Head, and asked to collect the child at the normal end of the school day.

The Head reserves the right to withdraw a child from an after school club for an indefinite period of time if their behaviour is inappropriate.

Very Important

- Time out in another class is seen as a strategic response aimed at recovering behaviour. Ensure all staff are supported in this
- After time out in another classroom, the pupil is entitled to a fresh start and must be welcomed back into the classroom by the teacher.
- Each day is seen as a fresh start
- Other staff members should only be called upon for support following the levels of intervention. The only exceptions to this are where a child's behaviour jeopardises the health and safety of others or there is serious and unmanageable disruption to Learning and Teaching
- Some pupils will have a Positive Handling Plan and all staff will be made aware of this.
- As part of the Additional Needs Plan, a minority of pupils with specific social or medical conditions will have targeted support in addition to the usual behaviour strategies.

To Conclude

- Good behaviour can be taught
- Stimulating learning opportunities planned towards pupils' aptitudes, learning styles and abilities will reduce any poor behaviour
- **Blame the action, not the child**; the focus is on the behaviour of a pupil
- Managing behaviour through the use of praise and reward to reinforce desired behaviour is key to reinforcing good behaviour
- Adults modelling good behaviour promote a positive learning environment

The whole school community including parents, governors and outside agencies is involved in positive behaviour management. The purpose of this behaviour plan is to positively encourage all children to choose to behave well at all times. We know that children make unwise choices from time to time. This policy gives them the opportunity to correct their behaviour.

Managing the Policy

Basic Principles

- **All** staff/employees must follow the policy.
- **No** staff/employee can introduce different rules, rewards or consequences.
- **The policy applies to all children.** Though reasonable adjustments may be made for children who have serious emotional or behavioural difficulties, as an aid to behaviour recovery or de-escalation, by negotiation with all key stakeholders. The Head Teacher retains overall discretion for any reasonable adjustments.
- **There must be a balance of rewards and consequences.** More consequences than rewards can lead to resentment. Always think of positives to improve the situation.

Monitoring and Evaluation

When creating the right behaviour policy for our school we have consulted all stakeholders and the following documents were used:

Previous Behaviour Policy

NAHT/Teacher/Support staff guidelines

Department for Education 'Behaviour and Discipline in Schools – Advice for Headteachers and school staff/Guidance for Governing bodies' – January 2016

The effectiveness of the policy is monitored by the Head of school/Head Teacher. Statistics relating to the number of exclusions and incidents provide the raw data for monitoring. Individual profiles on behaviour can be drawn up from within this data and are used as part of reports for a variety of groups of children, e.g. SEND, CLA, Safeguarded etc.

Inclusion reports are made to Governors through the Head's Report to Governors.

Policy reviewed September 2017

