

Brockhurst Primary School

Behaviour Policy

2020-21

Raising aspirations, growing resilient individuals

Our vision is to foster healthy, happy children with the quality of character and quality of work to make positive contributions to the global community. This behaviour policy is based on building and maintaining positive relationships and was written taking into account the views of the whole school community.

Behaviour Expectations

Our behaviour policy is based on three simple rules: Be Respectful, Be Kind, Be Ready to Learn. We understand that as a member of the Brockhurst Primary community it is our responsibility to follow and model these behaviours on a daily basis.

Be Respectful, Be Kind, Be Ready to Learn

All adults and children demonstrate these behaviours by:

Respectful	Kind	Ready to Learn
<p>We respect ourselves by:</p> <ul style="list-style-type: none"> • Staying safe and healthy • Using kind words when speaking about ourselves <p>We respect each other by:</p> <ul style="list-style-type: none"> • Speaking politely, listening and following instructions • Celebrating difference <p>We respect our environment by:</p> <ul style="list-style-type: none"> • Cleaning up after ourselves, and working together to keep the school site and local area clean and tidy. • We recycle and save energy and resources wherever possible. 	<p>We show kindness by:</p> <ul style="list-style-type: none"> • Helping each other with learning • Playing safely • Using kind words and being positive with each other • Valuing others 	<p>We show we are ready to learn by:</p> <ul style="list-style-type: none"> • Coming to school on time with the things we need • Enter the school building ready to try our best • Apply a growth mindset to all we do • Challenging ourselves • Taking responsibility

Rationale

At Brockhurst Primary School we believe that good behaviour is essential in maintaining a secure, safe and happy school where effective learning can take place. We know that good behaviour and the development of personal and social skills have an enormous impact on children's learning in all other areas. All members of staff are committed to creating a calm, consistent and safe learning environment, ensuring a mutually supportive ethos in which each child is able to develop their skills, knowledge and talents, and experience success.

Our behaviour policy aims to encourage all members of the school community to value themselves and others and acknowledge the importance of developing positive relationships based on respect and kindness, providing safe environments to take risks, celebrate success and create lifelong memories.

Pupils have the right to learn in a class free from disruptive behaviour, to know what is expected of them, to be respected and to receive positive recognition and support. They have the responsibility to follow school expectations, show respect and kindness to all children and adults, to be ready for their own learning and not disrupt the learning of others.

In keeping with the principle of inclusion, we believe that there must be an acceptance by the school community that every child is different and therefore may need alternative approaches.

Adults at Brockhurst Primary:

- Give the most attention to the positive behaviours and look to build self-esteem and promote growth mindsets.
- Be proactive in pre-empting and de-escalating potential behaviour issues (in the classroom, whilst on duty and around the school)
- Will take every opportunity to understand what the behaviour is communicating
- Uphold key routines and expectations (see below)
- Ensure the curriculum is engaging, exciting, differentiated and accessible for all
- Use scripts for difficult interventions
- Ensure there is a restorative follow up
- Teachers are outside to greet their children before the end of playtime with an awareness of those who find this transition point difficult
- Effectively manage disruptive behaviour and maintain positive relationships.

Key Routines

1. We greet each other with 'good morning' or 'good afternoon' and a smile.
2. We remember to say 'thank you' and reply with 'you're welcome'.
3. We expect calm, tidy corridors, quiet walking, clear floors.
4. We model and teach good table manners at lunchtime.
5. Adults endeavour to notice and comment on all good behaviour.

Recognition for Children Demonstrating Positive Behaviours

We will acknowledge and reward behaviour that goes over and above the expected standard.

Verbal Praise

All adults in the school will recognise children who demonstrate our school values and give them specific verbal praise to highlight this. E.g. 'Emma, you were really showing respect when you held the door open for everyone/listened to other peoples' ideas/reminded Dean to make the right choice.'

Specific positive praise reinforces our core learning value of 'Growth Mindset'. Praise is focused on effort rather than attainment.

Recognition Boards

Each class will display and use 'Recognition Boards'. These will be age appropriate and will vary in style from class to class. However, the principle of them is consistent: we are one team, focused on one learning behaviour and moving in one direction. We pursue the behaviour we want by enthusiastically recognising it and reinforcing it. The recognition boards foster a positive interdependence in the classroom, but there is no prize/material reward.

There is no link between the recognition boards and any sanctions – one does not cancel out the other.

Dojos

All adults in the school are able to award dojos to children linked to the recognition of children following our school rules and embodying our values. These are communicated to parents though the Class Dojo App and not linked to any other reward system.

Stickers & Certificates

Teachers will use their knowledge of individuals to determine who a child should visit for recognition. All staff have stickers available to celebrate a child's effort and achievement. In KS1 Respect and Kindness 'Ask me why...' stickers are given out regularly.

Certificates are given during celebration assemblies. These include:

- KS1 and KS2 Learner of the Week Certificates (examples of learning shared in assembly)
- Respect and Kindness Awards (may not be weekly and look different in KS1 and KS2 to reflect children's understanding, vocabulary and maturity)
- KS2 Ambassador badges/ bands (a different colour for each year group)

Messages Home

Joint working, communication and respect underpins our work with parents and carers. Teachers will send home 3 positive messages per week (either through Dojo or text message) for children who have demonstrated over and above behaviours. Teachers will keep a record of who has received a positive message home throughout the year.

Postcards

The Senior Leadership Team will send home 3 postcards per week in recognition of over and above behaviour, including excellent effort with learning. The postcard will contain a personalised note explaining why the child has stood out to receive recognition in this way. SLT will keep a record of who has received a postcard throughout the year. Children can receive more than one throughout the year.

Hot Chocolate with the Headteacher

Every other week, children who consistently demonstrate over and above behaviours can be nominated by their class teacher to have 'Hot Chocolate with the Headteacher'. This is an opportunity to share their learning, success and be praised for their individual efforts and contribution to the school.

Although records will be kept of recognition given, these acknowledgements are made when demonstrated and NOT on a rota system.

Individuals

Some pupils may benefit from an individual reward system. This should be established in discussion with SLT to ensure consistency and appropriateness of targets. Other agencies may also be involved in this. Parents should always be informed if this is in place.

Consequences

‘Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.’

We understand that children sometimes need help and support to regulate their emotions and understand behaviour expectations. It is for that reason that we have a highly skilled pastoral team who provide support through:

- ELSA work including social skills and friendship work
- Nurture Groups
- Counselling and FEIPS

Consequences

When a child falls below our behaviour expectations, and de-escalation strategies have not enabled them to modify their behaviour and self-regulate.

(low level) Low level disturbance in class – e.g. calling out, fidgeting

1 Reminder

A reminder, this can be verbal or non-verbal, to direct the child to change their behaviour. This should be short and focused so that it does not disturb the teaching.

2 Caution

Verbal reminder with clear outline of what behaviour we would like to see. This should be done 1:1 and not publicly in front of other children.

3 Last Chance

Verbal reminder with clear outline of what behaviour we would like to see and the consequence of not changing the behaviour. This should be done 1:1 and not publicly in front of other children.

30 second intervention:

I've noticed... (state the behaviour observed)

Do you remember... (a recent time when the child has made good behaviour choices)

If you choose to continue to make the wrong choices, you will be asked to work

	<i>elsewhere.</i>
<p>4 Reflection Time</p> <p>Behaviour is recorded on CPOMS (ABCC)</p>	<p>If the behaviour continues, the child will be taken to complete their work in another classroom.</p> <p>This should be no more than 10 minutes and the class teacher or LSA should return to collect them and welcome them into class. <i>“Teddy I’m really glad you are back to learn with us. Let me help you make a start...”</i></p> <p>The child is then given a fresh start and an opportunity to make the right choices.</p> <p>If a child has been asked to work in a different class due to their behaviour, parents must be informed that day.</p>
<p>5 Restorative Meeting</p> <p>Behaviour is recorded on CPOMS (ABCC)</p>	<p>Restorative meeting (with the adult instigating the reminders)</p> <p>If this behaviour then continues or the child does not return to their learning, minutes lost will be recorded by the teacher and the child will complete their lost learning either: at the next break time, after school, or sent home to be completed following a conversation with their parent (this will be dependent on the individual).</p> <ol style="list-style-type: none"> 1. Can you explain what happened? Can you explain what you were thinking? Feeling? 2. What happened before/after that? 3. Who was affected? 4. How were they affected? 5. What needs to be done to put things right? 6. How can you do things differently next time?

Continued Unacceptable Behaviour	
Playfighting/ Being physical with peers	<p>Pupils will be given a clear verbal notification of the behaviour they are displaying and why this is not acceptable.</p> <p>Playfighting:</p> <p>Reminder - <i>“Teddy, kicking someone does not show respect or kindness and will hurt others. I need to see you choosing one of the games. If you continue it will lead to some reflection time.”</i></p> <p>Reflection time- <i>“You have continued to not show respect and kindness to others. Time out for x minutes (same as age)”</i></p> <p>Restorative conversation to follow reflection – <i>“What happened? What have you thought since? Who has been affected? How can we do things differently in the future?”</i></p> <p>Repeated poor playground behaviour may lead to loss of the following breaktime.</p>
Disrespect towards school property	<p>Pupils will be given a clear verbal notification of the behaviour they are displaying and why this is not acceptable.</p> <p>30 second intervention:</p> <p><i>I’ve noticed... (state the behaviour observed)</i></p> <p><i>Do you remember... (a recent time when the child has made good behaviour choices)</i></p> <p><i>If you choose to continue to make the wrong choices, you will be asked to xxx</i></p> <p>Pupils may undertake a form of restorative justice to understand the impact of their actions.</p> <p>E.g. If they have made a mess they clear it up</p> <p>If they have drawn on table, they clean the table in their own time</p>
Intentional Physical Harm	<p>Reflection time/time out - <i>“You have continued to not show respect and kindness to others. Time out for x minutes (same as age)”</i></p> <p>Restorative conversation to follow time out – <i>“What happened? What have you thought since? Who has been affected? How can we do things differently in the future?”</i></p> <p>Parents are invited to join the restorative conversation after school.</p>
	<p>Definition of Bullying : Behaviour by an individual or a group, repeated over time,</p>

Bullying	<p>which intentionally hurts another person either physically or emotionally. It can often involve the misuse of power by an individual or group towards one or more people. If bullying is reported, the anti-bullying policy will be implemented.</p> <p>SLT must be informed of any instances of suspected bullying. This will be investigated and reported to all parents of pupils involved.</p> <p>This will be recorded as an incident as bullying to the Local Authority.</p> <p>A restorative conversation will take place, facilitated by SLT, involving all parties where appropriate.</p>
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In certain cases, behaviours will be a reflection of individual needs as identified in EHCP/IBMP. These may mean individualised sanctions will be used, in agreement with SLT.

The school will promote a policy of inclusion but in extreme circumstances the Headteacher may have to consider the possibility of exclusion in the interests of safety and well-being of all the children. This would only happen if all other avenues had been explored.

The Power to Discipline Beyond the School Gate

Disciplining beyond the school gate covers the school's response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The Governing Body must be satisfied that the measures proposed by the school are lawful. Any poor behaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter and agree a way forward.

The Role of the SENDCo / Inclusion Lead

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect all grown-ups to be good role models for our children as we develop their attitudes for all aspects of life. The Special Educational Needs Co-Ordinator has a specific role in ensuring that all members of our school community feel able to fulfil these responsibilities. Central to this is the principle of putting relationships first and working together to build strong relationships that foster connection, inclusion, respect and value for all members of the school community. With this in mind, the SENDCo is responsible for;

- Working closely with families to ensure that they feel heard and valued
- Ensuring that the child's voice is central to any decisions about their support
- Organising staff training that supports positive behaviour management and places a continuous focus on behaviour as a communication of emotional need
- Organising formal/informal meetings between staff and families
- Supporting staff with Solution Focused sessions and supervision
- Working with staff and families to develop and review Individual Behaviour Management Plans with a focus on positive strategies that support children to become independent in regulating their own behaviour
- Allocating additional resources (including staffing) to support with the implementation of IBMPs
- Developing transition opportunities that foster strong relationships and include families
- Liaising with outside agencies in collaboration with families and staff

Working with other Agencies

Where behaviour is more challenging and requires an individualised approach to meet the child's needs, the school will work with Primary Behaviour Support (PBS), Educational Psychologists (EPs) and other services as appropriate e.g. Youth Offending Team, to seek further guidance and advice. We expect parents to support the school in giving their consent when requested to access this external agency in order to enable their child to access the curriculum appropriately.

Monitoring

Individual Behaviour Management Plan (IBMPs), and incidents logged on CPOMS (our tracking software program) will be monitored by SLT and trends identified. These will be acted upon as appropriate and reported to the Headteacher and Governors regularly.

Where instances reoccur more frequently, class teachers will work collaboratively with SENDCo and SLT to develop specific behaviour plans (IBMP).

Class teachers are responsible for tracking and monitoring the use of positive communication to parents and carers throughout the year.

Incidents of racist behaviour, violent behaviour, homophobic, biphobic or transphobic (HBT) bullying will be reported to the Local Authority.

All safeguarding/Prevent Duty concerns will be reported to the Designated Safeguarding Leader who will follow the appropriate Local Authority and National Guidelines.

Review

This policy was originally written in consultation with parents, children and staff in Spring 2020. It is to be reviewed annually.

Policy Links

- PSHE Policy
- Anti-Bulling Policy
- Physical Intervention Policy
- Safeguarding Policy
- Child Protection Policy

Appendix

Details of arrangements for reflection.

- In all year groups, the classroom that should be used for 'Reflection Time' as outlined in Consequences 4, will be the partner class in the year group, e.g. Owls to Puffins, and vice versa; Phoenix to Peacocks, and vice versa.
- Each classroom will contain a 'reflection station'. An empty unused table, near the door where possible, where a child from the other year group class can come to spend 10 minutes to calm and reflect before an adult from their class collects them after 10 minutes.
- If a child arrives at your class to use the reflection station, they should be acknowledged positively for using it and allowed to do so without any further questioning.

Proportionate Consequences – examples

- A child deliberately pushes resources onto the floor.
 - Consequence – pick up/tidy up all resources and put back where they belong.
- A child rips the cover off one of their learning books or a reading book.
 - Consequence – as soon as the child is ready, to repair the damaged books themselves.
- A display is deliberately pulled off the wall and/or destroyed.
 - Consequence – child puts display back up and where any parts are too damaged, they create replacements.

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IBMP