



Brackenhill Primary School

Behaviour Policy

(Updated in light of DfE Behaviour and Discipline in school Advice 2016)

Rationale:

We want to encourage individuals and groups to very quickly understand what is commonly agreed as acceptable behaviour at Brackenhill Primary School and to develop into trustworthy, reliable and honest individuals who show consideration and respect for others. All school rules should be clearly understood and ownership of them given to all concerned via consultation and positive implementation/attitudes.

The school rules should be promoted and encouraged at all times using positive strategies and methods. The school rules are:

- Be calm, safe and sensible
- Do the right thing
- Show respect
- Look after yourself, other people and all things
- Follow instructions from a member of staff

Aims:

- To enable teaching and learning to take place in a calm, orderly atmosphere and promote good relationships between all.
- To create an ethos in which individuals feel valued; where personal endeavour is encouraged and to ensure the promotion of high morale.
- To stress the importance of being positive in our attitudes, to reward rather than chastise, to praise rather than reprimand.
- To ensure that all pupils and staff are clearly aware of what we, as a school, consider to be acceptable behaviour in any given situation.
- To state and promote the strategies necessary for ensuring a high standard of behaviour: to adopt a 'prevention rather than cure' approach whilst being aware of more formally recognised channels for dealing with discipline problems.
- To help and encourage all pupils, staff, parents and governors in their development of personal awareness and attitude to school life in general.

Guidelines:

- School organisation will be developed on an on-going basis which encourages a positive attitude towards individual self-discipline; relating to all pupils, staff, parents and governors who are involved in our school life.
- We must ensure that the rules necessary for health and safety and consideration of others are promoted in a positive and consistent manner.
- We will encourage development of increased self-esteem and an awareness of others' needs.
- The school's organisation and curriculum will be examined and reviewed on a regular basis in order to create a stimulating, motivating and rewarding environment for learning. Child centred learning based on good primary practice, where the needs of the individual are paramount is our prime concern when planning and implementing the National Curriculum and the curriculum of the school.



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- The physical surroundings of the school will encourage curiosity, be attractive, be dynamic and give evidence of a committed and caring school community, thus enabling good staff/pupil relationships.
- All staff/adults involved will be consistent in their attitude and approach in terms of providing examples for children to emulate.
- Supervision will follow at least legal requirements and ratios may be higher and be of a caring nature and not dependent upon disciplinary sanctions.
- Pastoral care will be recognised, monitored and implemented by all staff.
- INSET will be encouraged in order to develop imaginative teaching methods and to present challenges and success to all.
- Close co-operation with Lunchtime Supervisors and Inclusion Team staff is encouraged and maintained. This will include: efficient methods of communication, a promotion of self-esteem and responsibility coupled with effective follow-up procedures.
- The school has a Behaviour Champion within the Inclusion Team who promotes positive behaviour in school.
- Disruptive behaviour will be identified at an early stage and strategies developed for supporting children's needs making full use of expertise throughout the school and from outside agencies.
- Support staff will be utilised so that they can work with small groups or individuals with special needs thus promoting success in their learning.
- Parents will be actively encouraged to be involved in school, particularly relating to those children, whose behaviour patterns do not respond to the usual strategies, yet making sure positive aspects are stressed also.
- Pupils and staff alike will be given a sense of being valued and experiencing responsibility.
- Disruptive classroom behaviour will be dealt with by the class teacher.
- 'Time-out' – if a pupil needs time-out of the class, they must be accompanied by an adult to an alternative supervised setting. This is usually for a limited period of 5 minutes. However, pupils may be required to work in isolation with a senior leader for longer. If this is the case it will be logged.
- Screening and searching pupils may on occasion be necessary.
- Physical intervention using Team Teach trained staff may be used to ensure the safety of a child or others, to prevent a crime being committed, to prevent damage to property and maintain good order and discipline in the classroom.
- Incidents which occur outside school and/or school hours but impact on relationships within school or reflect upon the reputation of the school may be addressed using the behaviour policy in school.
- The school is within its rights to impose detention outside school hours. Parental notice and consent is no longer required. As a matter of courtesy the school will plan this in advance and try to secure a parental signature in order to ensure parents are aware and arrangements for collection of the child are in place, however non-cooperation with this will not result in the detention not taking place.
- Pupil's property may be confiscated.
- Power to search without consent is now in place. Prohibited items may include:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco, lighters, matches and cigarette papers
 - f. Fireworks
 - g. Pornographic images



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- h. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - i. Any item banned by the school e.g. chewing gum, mobile phones etc
- Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for a Senior Leader to decide if and when to return a confiscated item.

Communal behaviours:

Corridors and Stairs

- Pupils to walk on left of corridor (arrows provided for the benefit of younger pupils)
- Pupils to walk sensibly, holding the handrail, keeping to the left when using the stairs
- Pupils to hold doors open and allow adults through
- The first person in front of the line to hold the door for the rest of the class when going into assembly (a quiet thank you to be said)

Toilets

- Pupils to ask adult permission and wear band to go to the toilet
- At lunchtime pupils to seek permission from the Lunchtime Supervisor manning the door into school and wear a band

Walking to Assembly

- If behaviour is not as expected, the class will be returned to class to repeat the journey until behaviour is acceptable

Hall

- Staff to direct pupils non-verbally (if verbal instructions needed – to be undertaken quietly)
- Staff to deal with pupils from any class
- Zero tolerance on speaking in hall – all staff to intervene. Pupils to stand, (in exceptional circumstances leave the hall), automatically receive a break time detention

Start of Day

- Bell to be rung, by HSLO, who is on morning duty. Classes line up in playground and walk in to school quietly with their adult. Bell to be kept on the library desk. If the class do not come in appropriately they will go back and repeat
- End of Break / End of Lunchtime
- First Bell – pupils stop and hold their hand up. Everyone stands until all pupils are still
- Second Bell - pupils line up. All class teachers to be ready greet classes on the playground as they line up
- Pupils to come in from playground in line silently. If not go back and repeat

Playground

- During break time/lunchtime EITHER playground OR wildlife garden and field is used
- Staff on duty will supervise pupils within a designated zone

Agreed playground rules

- Pupils will...
 - Follow adult instructions the first time
 - Stay in agreed play areas
- Pupils will not..
 - Deliberately hurt someone
 - Use non-school words in a foul and abusive manner in a verbal attack on another individual
 - Lie



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- Damage property, school or others
- Take other people's belongings
- Stand on benches/parents' shelter
- Run or climb on the playground steps/barriers

Rewards:

Brackenhill Primary has a house system and rewards are linked to this.

Each child is placed in a house (not all siblings are in same house).

How children will win:

House Points will be awarded for achievements and behaviour. Each week, a Star of The House for each class will be chosen, with the amount of House Points collected having a bearing on who is chosen. These children will add the collected House Points to the token collector for each house. Over the course of the year, House Points will be accumulated and totalled. The final totals will be announced prior to House Celebration Day in the summer term. Each house will be ranked and then awarded a celebratory activity for their efforts. During the week, children who show extra effort and determination with outstanding behaviour will be moved to Gold in class. Children who remain on Gold for the half term will be given a raffle ticket, which will then be put in a draw at the end of each half term. Each Key Stage (EYFS, KS1, Lower KS2 and upper KS2) will draw out 2 tickets, these children can choose a prize from the Headteacher's prize box.

If your name is recorded in the Celebration Assembly Book for Star of The House you can work towards your Bronze, Silver or Gold. (See Appendices for Rewards)

Bronze, Silver or Gold rewards will run over an academic year and begin again each year.

Golden Learner

This will stand alone from the house system. This is a reward for a child who has put in the most effort at three points throughout the year. The class teacher will hand the name of one child per class to the headteacher at the end of half term with a summary of why they have been chosen. The winners will receive a certificate and their summary will be read out in assembly and will receive a certificate, which will be displayed in school. These children will be invited to a Golden Learner disco at the end of the school year.

Always Always Club

Each half term a child is chosen from each class to join the Always Always Club. This club acknowledges pupils who consistently behave well, work hard and are kind to others. Pupils who are in the Always Always club will receive a reward e.g. a reward visit and will have their name entered in the Celebration Assembly Book.



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Other Rewards

Pupils may also receive the following rewards:

- A Headteacher's Certificate – awarded for a piece of outstanding work
- Class Compliment – a 'Compliment' can be offered to a class by any staff member or visitor when a whole class is seen behaving well. When this happens a letter is turned around on the classroom door. When the whole word can be seen the class teacher will give the class a treat.
- Good News Phonecall – A pupil can be nominated by a staff member for a 'Good News Phonecall' to be made to their parents by the Headteacher.
- Verbal/Written praise or stickers

Unacceptable Behaviour:

Forms of Unacceptable Behaviour:

- Deliberately hurting someone/fighting
- Using non-school words in a foul and abusive manner in a verbal attack on another individual (including Racial Abuse which must be immediately reported to SLT)
- Lying
- Name calling
- Damage to property, school or others
- Taking other people's belongings
- Being disrespectful to adults
- Not following adult instructions, particularly those related to Health and Safety
- Spitting
- Disrupting the learning of others
- Running off
- Refusal to undertake learning activities

Consequences of Unacceptable Behaviour

All pupils will begin each lesson/session on Green.

Unacceptable choices will result in the following steps:

- Warning 1 – Pupils will be asked to stop the unacceptable behaviour, will receive an explanation of why it is unacceptable and what is expected of them
- Warning 2 – Pupils will be reminded to stop and the consequences of continuing not to make a good choice will be explained. Pupils will be moved to Orange
- Loss of Golden Time – Pupils will be moved to Red. On Red, pupils lose their golden time. This time is spent with a teacher exploring how to improve their choices so this does not happen again. If a pupil gets a Red 3 weeks in a half term (i.e. 3 losses of golden time over the half term) this will result in an after school detention for 1 hour.
- Time Out – Pupils will be escorted by an adult to a partner class where they will spend 5 minutes out
- Detention – After school for one hour
- School Isolation – This may be at Breaktime, Lunchtime or during lessons and will be under the supervision of a member of SLT. It may last beyond one day. They may have to make a phone call home to explain to their parents/carers what they have done and why
- Fixed term external exclusion



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• Permanent external exclusion

During detention, school isolation or exclusion pupils may be expected to repeat unsatisfactory work or undertake extra work, undertake written tasks such as writing lines or an essay; undertake community based service or imposition of a task such as litter picking or weeding, tidying a classroom, helping in the dining hall, clearing up mess they have made, removing graffiti.

After a child has lost Golden Time they would start on Green for the next lesson, would move to Orange as normal but would then move to Time Out, as Golden Time has already been lost for that week.

Concern around behaviour including detentions will result in a request for a meeting with parents by the Headteacher, Deputy Headteacher or Assistant Headteachers to discuss the child's behaviour.

Lunchtime Behaviour

All pupils will begin each break and lunchtime on Green.

Unacceptable choices will result in the following steps:

- Amber 1 – Pupils will be asked to stop the unacceptable behaviour, will receive an explanation of why it is unacceptable and what is expected of them
- Amber 2 – Pupils will be required to walk with the Lunchtime Supervisor or member of the pastoral team and discuss their behaviour.
- Red 1 – Pupils will be brought inside and spoken to by SLT.
- Red 2 - Pupils will lose their breaks the next day.
- Red 3 – Pupils will lose their Golden Time for that week.
- They may have to make a phone call home to explain to their parents/carers what they have done and why
- Fixed term external exclusion
- Permanent external exclusion

Lunchtime supervisors will award Golden Tickets which can be converted to house points back in the classroom.

NB For some children the whole school behaviour system is inappropriate and alternative strategies will be employed. These will be agreed following discussion with Senior Leaders and parents.

Bullying

Incidents of bullying, involving a child or group of children in a more powerful situation picking on a child in a less powerful situation, must be reported to a Senior Leader who will investigate the matter and take action.

The action taken will be similar to that for resolving playground conflicts. Pupils who bully others will have their names recorded and will be withdrawn from the playground for a specified length of time. If pupils persist in their misbehaviour, their parents will be asked to come into school to discuss what action to take. Bullying will be reported to the Local Authority.



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Persistent Misbehaviour and Bullying

If behaviour problems continue after parents have been involved, or if no satisfactory arrangement for dealing with pupils' misbehaviour can be made with parents, or if the incident is of a level of seriousness to warrant it pupils may be excluded from school for periods of up to five days, up to a total of 45 days during an academic year.

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

Extreme Behaviour

Some behaviour can be described as extreme and will be dealt with by the Head Teacher, Deputy Head Teacher or Assistant Head Teachers. If such incidents occur, a record will be kept. These behaviours might include:

- Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence
- Physical abuse of adults
- Racist remarks or behaviour
- Persistent and deliberate hurting of other children
- Persistent defiance to adults, both verbally and non-verbally
- Persistent disregard of other people's/school property

In some circumstances, very extreme behaviours will result in immediate exclusion at the Head Teacher's discretion.

Consequences of Extreme Behaviour or Persistent Poor Behaviour

Incidents of an extreme behaviour incident or persistent poor behaviour will be looked at on an individual basis by the Head or Deputy. Sanctions will reflect the severity of the incident and may include;

- Phone call / letter to parents
- After school detention
- School Isolation - working in an alternative location to the class
- Fixed term exclusion

In extreme circumstances it is possible that a child may be permanently excluded.

The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishments should be avoided as they breed resentment; whole class detention does not help the perpetrator to take responsibility and understand the consequences of their actions and causes class members to have bad feelings towards children who often already suffer poor self-esteem
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished