

Brookside Primary School

Behaviour Policy



Learn Together, Achieve Together
Autumn 2022

Aims:

The aim of our behaviour policy is to provide comfort and security for children and staff within a framework in which effective teaching and learning is possible.

We aim to:

- We aspire to make our school a happy, friendly place where children are valued and nurtured.
- To give all pupils the skills for living and learning and to involve them in a well-structured, relevant curriculum appropriate to their needs and ability.
- To ensure that children will learn to have a pride in their efforts, both academically and socially
- To promote the self-esteem and self-worth of each child
- To ensure that all members of the school, regardless of age, ethnicity, religion, belief, sexuality, gender or disability are of equal value and have a valuable contribution to make to the life of the school.
- To establish and maintain a Restorative Approach to behaviour management that is consistent throughout the school.
- To ensure that behaviours within the classroom promote positive attitudes and facilitate the delivery of the school's curricular aims.
- To ensure children are equipped with the behaviours for learning which will enable them to achieve as best they can.
- To ensure that every member of the school behaves in a Restorative manner with consideration and concern for others.
- To ensure that parents are aware of the school's policy and that they are supportive of its implementation.
- We emphasise the positive aspects of behaviour management - Keep expectations clear.

Objectives:

The children at Brookside Primary School will:

- Treat everyone with courtesy and consideration at all times;
- Observe the high standards of behaviour of all adults working in the school, or visiting;
- Be quiet and listen when requested to do so, and follow instructions given by members of staff, including support staff and lunchtime supervisors;
- Understand the need to move around the school safely and quietly;
- Develop a sense of responsibility for their own behaviour;
- Be given opportunities to contribute towards the drawing up of expectations for their own classes;
- Be aware that good behaviour is appreciated, valued and expected.

Expectations of behaviour: 'Respect, Responsibility and Restore' these are the key themes that underpin our philosophy for behaviour at Brookside.

Expectations for behaviour are set in classes at the start of each year in Circle Time. This enables the children to feel ownership of their 'Class Expectations'. Expectations are:

- Kept to a minimum;
- Positively stated, telling the children what to do rather than what not to do;
- Actively encourage everyone involved to take part in their development;
- Shared with all members of the class
- Consistently applied and referred to;
- Promote the idea that every member of the school has responsibilities.

We believe that the encouragement of good behaviour is the most effective and positive means of developing good members of a community. Sanctions are also used where necessary and are appropriate to the child and the misbehaviour that has taken place. Unacceptable behaviour is dealt with in different ways depending on the incident.

- ❖ Falling out and disagreements at playtimes can be dealt with by our 'Play Leaders/Restorative Leaders'; pupils who are able to deal with low-level incidents.
- ❖ More serious incidents of bullying and verbal abuse are dealt with by a member of staff who is trained in using Restorative Approaches. There will be follow up meetings in the following weeks. These incidents are recorded on the school SIMs system.
- ❖ When there has been a serious incident, the Headteacher or Deputy Headteacher is informed immediately and they will contact parents. Such incidents include, for example: fighting, stealing, running out of school, racist, homophobic or disability bullying, drug related or sexually explicit incidents, hitting adults, physical and aggressive verbal threats to adults, damage to property.
- ❖ School staff all recognise that there are times when children reach 'crisis' and demonstrate behaviours such as hitting, shouting, biting. In order to reduce these behaviours, de-escalation techniques are used. Staff have all had Team Teach training which emphasises the importance of de-escalation.

Roles and Responsibilities:

The promotion of positive behaviour is the responsibility of everyone involved with the school. There are however specific roles for different members of the school community:

The Governing Body – defines the framework of the school's behaviour policy by writing a statement of general principles, and oversees the Headteacher's maintenance of discipline in school.

The Headteacher – frames the policy to establish an environment that encourages positive behaviour, discourages bullying and promotes diversity. The views of all stakeholders is taken into account when formulating and reviewing the policy and the Headteacher publicises the policy to parents, pupils and staff at least once a year. The Headteacher ensures that those supply and other temporary staff employed to work at the school are appraised of the policy. With other members of the Senior Leadership Team, the

Headteacher organises support for its implementation and ensures that the standards and the upholding of this policy are consistently applied throughout the school.

The Headteacher will always support staff, providing that they have acted in line with the aims and practice of this document. In the absence of the Headteacher, the same support can be expected of the Deputy Headteacher or other members of the Senior Leadership Team.

All school staff – ensure that the policy is consistently and fairly applied to all groups and communities, and that pupils are taught how to behave well. Staff provide each other with encouragement and support and model the high standards of behaviour expected by pupils. All staff work to reinforce a Restorative manner at all times, as well as using a Restorative Approach for resolving incidents. The Governing Body, Headteacher and staff – ensure that all aspects of our school's Behaviour policy and its application promote equality for all pupils. This is supported by the monitoring of rewards and sanctions to ensure that their distribution does not detract from equal opportunities principles.

Pupils are encouraged to promote high expectations of behaviour. They are expected to seek to resolve minor incidents using strategies and initiatives they have been taught through 'Circle Time' and PSHE. They also have a responsibility to report incidents of bullying and other poor behaviour. Some pupils are trained as Play/Restorative Leaders, and carry out Restorative meetings with Key Stage 1 pupils to resolve low level incidents.

Parents and carers must take responsibility for their child's behaviour inside and outside of school, working in partnership with the school to maintain high standards of behaviour, and contributing to the policy through consultation.

The Local Authority Inclusion Service which is part of the Marple Neighbourhood, help schools move towards increased inclusion of pupils with behavioural difficulties. It will support schools to raise the educational achievements of all pupils, including Children Looked After, traveller children, pupils from minority ethnic backgrounds and pupils who are reintegrating into school. They can facilitate an effective training programme for staff in schools aimed at developing strategies which promote good behaviour management and which support the development of skills. In addition the Inclusion Service will work with individual and groups of children who have been referred for additional support. The Local Authority promotes Restorative working, and supports the school in promoting this approach.

Whole School Strategies:

Good quality first teaching is the responsibility of every class teacher to ensure excellent behaviour management strategies are an integral part of every lesson. This includes classroom approaches to meet the needs of every child in the class.

All strategies aim to promote a Restorative Approach:

- ❖ Use of 'Circle Time' to discuss issues and themes which form part of the school's PSHE programme of work, and to learn coping strategies;
- ❖ All classes display and follow the class expectations for learning. They celebrate success and explain sanctions if they continually fail to meet these expectations. Displays also help develop self-esteem through demonstrating the value of every individual's contribution.
- ❖ All staff use the '5 themes of the Restorative Approach' when dealing with an incident of inappropriate behaviour.
- ❖ EYFS use the Restorative Stars Scheme, with 3 Key questions.

- ❖ Classrooms are organised to develop independence and personal initiative. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption.
- ❖ Teaching methods encourage enthusiasm and active participation for all. All classes use Kagan Approaches which promote co-operative learning. Lessons aim to develop the skills, knowledge and understanding which will enable the children to work and play in collaboration with others.
- ❖ Forest Schools is provided by our Forest School practitioner for all pupils. This approach promotes co-operation, teamwork, risk-taking and resilience.
- ❖ Regular assemblies highlight good behaviour;
- ❖ Tokens awarded in each class and by members of the non-teaching staff in the colour of the child's 'team.
- ❖ School ensures that staff have up to date Team Teach training, as soon as is practicable. This is a holistic approach to promote positive behaviour which very occasionally may result in restraint. (For further information see 'Restraint and Physical Intervention Policy')

Rewards:

Achievement Awards are given each week in Friday assembly by each class teacher. Pupils work is celebrated each week There are also Headteacher Awards. All these awards are celebrated in Celebration assembly on Friday mornings.

Team Points System:

Every pupil in the school is in one of four teams. Team points are awarded for good work, good manners, a friendly, caring attitude and thoughtfulness. Each week tokens awarded in class will be added up by student leaders and then a weekly winner will be recorded on the noticeboard. A termly winning team will get a reward decided by the student leaders. At the end of the year the winning team will have a reward. Family members will be in the same team, and house teams will be used for events such as sports day.

Procedures:

Classroom Sanctions (agreed by all staff)

- 1 A word of warning.
- 2 A final warning.
- 3 Move to work in another place and miss 5 minutes of your playtime or leave school last at the end of the day.
- 4 Move to another classroom and the teacher will make a note of what has happened.
- 5 Go to see the Headteacher or Deputy and parents may be contacted.
- 6 Three letters in a half term and school will have a meeting about the behaviour

In cases where individual children experience difficulty with behaviour, and little progress in modifying their behaviour is made, the child will need to be considered for a specific programme of support. They may work with the Inclusion Service teacher for SEMH. For further information on SEN and behaviour procedures see the 'SEN Information Report on the school website.

A behaviour incident will be recorded on the schools SIMs system to monitor patterns of behaviour

Parent Partnership:

We communicate effectively with parents and carers since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Parents will be consulted about any strategies school put in place to support their child, in the first instance. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation and be part of the supportive process. Any further disciplinary action will always be discussed with the parents or carers.

Lunchtime:

Any unacceptable behaviour at dinnertimes or playtimes will be passed on to the class teacher by the supervising adult.

Exclusions:

The decision to exclude a pupil will be taken only in response to serious breaches of the school's behaviour policy; and if allowing the pupil to remain in school would pose a serious risk to the educational or welfare of the pupil or others in the school.

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of the pupil concerned or others in school. School would always make every effort to put in place every possible intervention before considering exclusion.

Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Longer exclusions will only be issued in response to very serious incidents.

Permanent exclusion is the most serious sanction the school can apply in response to breaches of the behaviour policy. It will usually be used only as a last resort when a range of other strategies has been tried without success.

Exclusion is not seen as a process for learning; but rather an opportunity to put reasonable adjustments in place and for the school to reassess the situation.

Regard will be given to the guidance from the LA and the DfE on exclusion, and where necessary advice will be sought from the LA before issuing an exclusion.

A senior member of staff must be involved in the application of any of the sanctions for serious misbehaviour and only the Headteacher (or Deputy Headteacher in the absence of the Headteacher) can decide to exclude a pupil.

Unacceptable behaviour that may result in exclusion include:

- Physical assault
- Verbal abuse/threatening behaviour
- Bullying
- Racist abuse/harassment
- Sexual misconduct
- Damage
- Theft
- Drug and alcohol related incidents
- Persistent disruptive behaviour

Permanent exclusions will normally be used as the final step in a process for dealing with disciplinary offences when a wide range of other strategies has been tried without success. In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a pupil for a first or one-off offence. Such circumstances might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. On making the decision to exclude, the Headteacher will follow the procedures laid out in the guidance produced by the Local Authority and the DfE and will seek the advice of the Local Authority where necessary.

Parents/carers will be informed of the actions taken. In the event of an exclusion, a Restorative Meeting will be offered to the family in order to repair and restore any harm caused.

Care and Control:

Only staff who have current training in 'Team Teach' are authorised to restrain a pupil at Brookside School.

Recording and Reporting of Incidents:

Any Restorative meetings are recorded on the school's SIMs system.

The reports that the school sends to the Local Authority are listed below:

Physical Intervention Reporting form. Completed when staff have had to make a physical intervention to prevent a child from harming themselves or other pupils. A copy of this form is forwarded to the Local Authority.

Accident/Incident Report Form (RIDDOR)– the school is required to complete a form following reportable accident or incident resulting in injury that occurs in school and return a copy of the Health and Safety Team at the Local Authority.

Exclusion Notification Form – an exclusion notification form is completed and signed by the Headteacher following every exclusion issued. This is sent to the Education Officer (Inclusion) at the Local Authority, who monitors all exclusions, notifies other relevant services of exclusions where appropriate, and produces annual statistics on the number of exclusions in the borough.

Racist Incident Report Form – this report form is completed and returned to the Local

Authority's Inclusion Support Team following every incident of a racist nature that occurs in school. The form does not identify either the victim or the perpetrator of the racist incident.

Monitoring & Reviewing:

Any issues with behaviour are discussed in the weekly business meeting with all staff, as appropriate. Informal discussions can be held with the SENCO, which may inform planning or classroom management. Home/School diaries are used to maintain a good communication channel with parents & families. Parents are contacted as early as possible, when there is a concern about a child's behaviour. The Behaviour Policy is reviewed annually, with all the staff and Governors having an opportunity to contribute to discussions. The SENCO holds a multi-agency meeting at the start of each year, and the school's behaviour management & Restorative approach is discussed and reviewed. Pupils, parents, staff and Governors will be consulted about any proposed changes to the published documents.