



## **BROOKFIELD BEHAVIOUR POLICY**

### **Brookfield Values**

#### **We appreciate others by:**

Valuing and respecting the rights of others  
Making sure everybody feels listened to  
Promoting good manners and caring attitudes

#### **We value supportive and positive relationships by:**

Bringing out the best in each other  
Showing pride in one another's achievements  
Creating strong partnerships between home, school and the wider community

#### **We promote achievement by:**

Holding the highest expectations for all  
Striving for every child to make the very best possible progress  
Being restless in our pursuit of excellence

#### **We develop as confident and independent learners by:**

Providing learning which excites passion and curiosity.  
Embracing challenge and not giving up  
Trying our best without fear of failure  
Speaking knowledgeably about our strengths and areas of improvement

### **Aims for behaviour**

Brookfield children are generally well-behaved and enjoy friendly, respectful and happy relationships with both other children and adults. This policy sets out the systems used in the school to maintain and develop the good behaviour which is essential to facilitate the work of every member of the school community.

The policy outlines the expectations we have of everyone in the school community: our agreed rights, the ways we encourage and reward appropriate behaviour, the consequences of unacceptable behaviour and links to the Anti-Bullying Policy. The school is compliant with the Department of Education Guide for Behaviour and Discipline in Schools (February 2014) at all times.

### **School ethos**

Brookfield Primary School is a level 1 Rights Respecting School, this underpins the whole school policy for promoting positive behaviour. We maintain high expectations, have a culture where positive behaviour is normal and this is reinforced through all lessons, especially PSHE, circle time and literacy and in assemblies. This policy is informed by the following key rights:

- Article 2 - the UNCRC applies to everyone, whatever their race, religion, abilities, views or family background
- Article 3 - the best interest of the child must be a top priority in all decisions and actions that affect children
- Article 12 – every child has the right to have a say in all matters that affect them, and to have their views taken seriously
- Article 13 – every child must be free to say what they think and to seek and receive all kinds of information as long as it is within the law
- Article 19 - every child has the right to be protected from emotional harm
- Article 24 - every child has the right to a clean and safe environment
- Article 28 - every child has the right to an education
- Article 29 - education must develop every child's personality, talents and abilities

## **Charters**

All members of the school community have roles and responsibilities in promoting and respecting school charters. We have classroom, playground, lunch hall and toilet charters with explicit links to the articles in the UNCRC. All charters are created through consultation with children and adults. Class charters are negotiated between teachers and the children in their class at the beginning of each school year and revisited throughout. Other charters are discussed in assembly, promoted by Rights Ambassadors and displayed prominently around the school. The charters reflect expectations for teaching and learning in the classroom and how we expect everyone to behave around the school.

## **What adults in school expect of children**

At Brookfield we encourage all children towards being responsible for their own behaviour. Most children respond well to clear expectations. We expect all children to:

- Adhere to the standards agreed in charters
- Work hard in lessons without distracting themselves or others,
- Follow adults' instructions
- Keep themselves and everyone else safe
- Speak and act respectfully to each other and adults at all times

## **What children expect of staff (written by Rights Ambassadors 2015)**

Staff are responsible for maintaining order so that everyone may benefit from positive environments in the classroom and in the playground. Staff interactions with children should reflect the right of every child to be treated with dignity and fairness. Children expect all staff to:

- Be polite and to address them in an appropriate tone of voice
- Take them aside to talk to them about serious or reoccurring issues so that they do not feel humiliated or embarrassed in front of the rest of the class
- Listen to them and to hear their point of view
- Take their views into account when deciding on appropriate consequences and support
- Give children who need it time to calm down before talking to them
- Make sure they understand why they have been placed on a traffic light (see Appendix 1) or given a slip
- Be fair, consistent and proportionate when dealing with challenging behaviour
- Acknowledge and reward positive behaviour
- Value all aspects of their achievements
- Ensure their environment is safe
- Supervise the playground well and keep them safe

## **Parent/carer support**

The rights of parents, children and staff and how these support positive behaviour, are laid out in our home school agreement which all parents sign as their children enter the school. It is vital that parents support the school's behaviour policy for behaviour to be effectively managed.

## **Rewards**

- The primary method for rewarding respectful behaviour is through the award of house points
- All children are in houses from year 1 upwards. They are put in the same houses as their siblings. Children in reception and nursery are rewarded through stickers, praise and by informing parents.
- House points are awarded for effort; good work; respectful behaviour setting a good example to others; being polite and any other behaviour an adult in school thinks deserves rewarding.
- Each term the house with the most points is rewarded with a house point celebration.
- Children who behave well in the classroom and playground throughout the half term are awarded a certificate in our celebrations assemblies.
- Children who behave well in school throughout the year and respect the rights of others are awarded a 'Good behaviour badge'.
- All children receive 15 minutes 'extra play' at a time convenient to their teacher to celebrate their good behaviour throughout the week. Children who have received a yellow or red slip during the week have some thinking time with a member of staff instead of enjoying this reward.
- Teachers may, at their own discretion, use supplementary systems of reward and praise, avoiding food as treats.

## Consequences

Most children behave respectfully and sensibly in school: listening and following instructions in the classroom and playing cooperatively in the playground. However, some children may experience difficulty in managing their behaviour which can disrupt their own learning, and that of other children. Such behaviours may also cause distress and upset.

Restorative conversations are an effective tool for dealing with a range of conflicts between children. When the children have calmed down and feel ready, they meet and answer three simple questions with an adult; what happened? How did it make you feel? What do you need to feel better about it? We use them as much as possible to give children an opportunity to share their experience, reflect on their actions and create resolutions.

### In the classroom

- It is the expectation that children will work hard and respect other children's right to learn; will keep each other safe at all times and will show respect to each other and to adults.
- If a child does not meet these expectations they will receive an explicit warning about their behaviour. Some teachers may choose to use a visual cue for children that they have received this warning, especially in Key Stage 1.
- Brookfield operates a 'traffic light' system starting in January for Y1 up to Y6. See Appendix 1 In Class Actions and Consequences for traffic lights linked to behaviours. If a child continues to infringe on the right of others to learn, their name will be placed on the green traffic light as a visual warning. There is no further consequence for this.
- If a child persists then they will receive a further warning and then be put on the amber traffic light. They then complete an amber Rights Respecting Reflection Sheet. This is recorded on the weekly class monitoring for amber and red traffic lights and it will make it less likely that the child will receive a 'Good Behaviour' certificate or badge at the end of the half term or year.
- If a child persists further they will reach the red traffic light. They will spend one planned teaching session in another class and complete a red Rights Respecting Reflection Sheet. Their parent will be informed by the class teacher.
- At the end of the morning session (just before lunch) the traffic lights are wiped clean so that the afternoon session is an opportunity for a fresh start for all children.
- If a child reaches amber or yellow 5 times or 3 reds in a term the class teacher will arrange a behaviour meeting with parents. Reaching amber 8 times or red 5 times in a term will result in a meeting with child, parent, teacher and phase leader to draw up a behaviour plan to support the child.

### In the playground

Most children behave well in the playground and enjoy their playtimes. However, it is necessary to have a behaviour system that supports the rights of everyone at Brookfield: to feel safe, to show respect and be respected at all times.

Playground consequences are:

- **Time out** on a bench for 5 minutes
- **Yellow playground slips** for more serious incidents for which the consequence is 10 minutes on the time out bench
- **Red playground slips** for breaching the right to safety of other children or failing to treat other children or school property with respect. Children miss half an hour of a subsequent lunchtime under the supervision of a member of SLT completing a Red Rights Respecting Reflection Sheet and their parents are informed by the class teacher
- **Blue slips** for a serious breach of an adult's right to respect, children miss all breaks in a 24 hour period and the head teacher informs parents. E.g. swearing at an adult or severely insulting them

See Appendix 2 Playground actions and consequences for traffic lights linked to behaviours

### Consistency

- Incidents need to be investigated thoroughly so that children know that their voice is heard and that matters are dealt with fairly.
- We aim to have a consistently applied Behaviour Policy across the school so that children, parents and staff have a clear understanding of our approach. To achieve this consistency across all staff, even if a member of staff is only in the school for a short time e.g. supply staff, induction, comprehensive information sharing and Continual Professional Development are crucial.
- Training for staff, specifically in relation to behaviour is integral to staff induction and is led by the Deputy Head. When the Behaviour Policy is updated, whole staff training ensures that key messages and revisions are disseminated.
- Support for all staff, when dealing with challenging behaviour, is provided by Phase Leaders. Phase Leaders are supported by the Head and Governors.
- Incidents are recorded by class teachers and collected on a weekly basis by the Deputy Head. This information is collated by class and child and then shared with teachers and Phase Leaders to inform the need for meetings or a behaviour plan. Each half term, information and detailed analysis is shared with the Personal Salaries and Wellbeing

Committee and headlines shared with the Full Governing Body termly. Analysis includes the relationship of behaviour incidents to gender, ethnicity and pupil premium to identify areas for improvement.

## **Other**

- If a child brings a false malicious accusation against a member of staff, then the Head teacher will use his discretion to award an appropriate consequence. In the event of an accusation against the Head teacher, a member of the Senior Leadership Team (SLT) will act supported by the governors.
- Similarly, if a child has acted in an unacceptable manner outside of school, consequences may also be applied. For further information about cyberbullying, which usually happens outside of schools, refer to the anti-bullying policy

## **Behaviour plan**

- If a child receives 3 red sanctions (traffic lights or playground slips), or 5 amber sanctions in one term, their parents / carers will be asked to come in for a meeting with the class teacher. The child's behaviour will be discussed and it will be explained that 2 further red traffic lights or 3 further amber traffic lights will lead to a further meeting with a member of SLT to write a behaviour plan.
- If a child continues to misbehave following the meeting and reaches 5 red sanctions or 8 amber, the parents / carers will meet with the class teacher and a member of SLT, usually the Phase Leader. A behaviour plan will be written which contains strengths, targets and strategies to support the child.
- Within the meeting and written in the behaviour plan will be the consequence of receiving further red sanctions. Typically a further 3 reds will lead to an internal/external exclusion and a reintegration meeting with the Head teacher and possibly a governor. The children are encouraged to be part of these meetings so that they are included in the decision making process.
- All staff will be informed about the circumstances surrounding children with behaviour plans. This communication will happen in morning meetings and Support Staff half termly meetings. It is essential that staff are supportive of this small group of vulnerable children to help them modify their behaviour.

## **Exclusions**

- Exclusions are used as a last resort to help children modify inappropriate behaviour which fails to respect their own rights and the rights of others. Decisions to exclude are not made lightly and only when all other attempts to improve behaviour have been unsuccessful. For children with a behaviour plan if they receive a further 3 red sanctions, despite the implementation of comprehensive support for the child, they will have a half day internal exclusion working with a member of SLT. We usually take a stepped approach to exclusions. Following a half day internal a child could expect to then receive a 1 day internal, half day external, 1 day external etc. It is the Head Teacher's decision to determine the length of exclusions.
- In rare circumstances, a single incident may be considered so extreme that an external exclusion becomes necessary. This may be an assault on a member of staff or behaviour that is extremely unsafe.
- All exclusions are reviewed and monitored by the Personnel Salaries and Well Being Governing Committee on a half termly basis. In addition when a child reaches 15 days of external exclusion in one term then a panel of governors is convened to review the case.

## **Special Educational Needs**

- Our Behaviour Policy needs to have a clear framework; it must also be implemented fairly and consistently. Staff spend significant amounts of time dealing with behaviour issues and trying to manage situations effectively and sensitively. This often involves discussions about the needs and difficulties of individual children. Sometimes we have concerns about the appropriateness of certain procedures for children on the Special Educational Needs Register or who have Statements of Special Educational Need.
- If there are circumstances where particular procedures may be inappropriate for certain children, a discussion takes place between the class teacher, the SENDCO and the Head teacher. The outcome of this discussion may be that an exception needs to be made. In such cases, it is important that we establish a shared understanding of the reasons for such decisions and the philosophy behind any such exceptions.

## **Homophobic, sexist or racist comments**

The school takes seriously any comments that are hurtful or critical of differences. We know that by addressing this we can help prevent a culture of bullying behaviour. We need to educate children about the differences we have and encourage tolerance and a celebration of the diversity within our school community. Sadly, children sometimes make comments that are homophobic, sexist or racist. These incidents are dealt with very seriously and trigger a red consequence for the child regardless of their intent. It is not acceptable for a child to excuse their behaviour by saying '...but I didn't mean it in that way.' The parents of all children involved are informed. All comments of this nature are reviewed and monitored by the Personnel Salaries and Well Being Governing Committee on a half termly basis.

## **Reasonable force**

In very unusual circumstances, it may become necessary for staff to use reasonable force (using no more force than is needed) to control or restrain a child if they are at risk of harming themselves, other children or staff or to remove them from an area when they have refused to follow an instruction to do so. Named staff within the school have taken part in Team Teach restraint training. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and always depends on the individual circumstances. It is acknowledged that restraint is distressing for the child, staff and parents and is only used as a last resort when all other methods of de-escalation have been unsuccessful. Restraint is used to keep a child calm until they can be relocated to a safe space and their parents contacted. Staff always try to avoid acting in a way that might cause injury and it is never used as a punishment. All uses of reasonable force are discussed with SLT, recorded in the Bound Book located in the office and shared with parents.

Approved: January 2016

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Appendix 1 In Class Actions and Consequences

Appendix 2 Playground actions and consequences

Appendix 3 RRS Reflection Sheets

Appendix 4 Playground Charter









