



BROOKFIELD BEHAVIOUR POLICY

This policy is underpinned by our *Principles of Behaviour* (see appendix)

Section One

Aims for behaviour

At Brookfield, good behaviour is making positive choices that respect everyone's rights and striving to be one's best self.

The policy outlines the expectations we have of everyone in the school community: our agreed rights, the ways we encourage and recognise appropriate behaviour, the consequences of unacceptable behaviour and links to our 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:

- Show kindness, consideration and respect to all children and adults
- Value all members of our community
- Take responsibility for their actions, even when this takes honesty and courage
- Look after their environment
- Try their best
- Listen attentively and follow instructions

What children in school can expect of adults, written by our Rights Ambassadors:

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:

- Model behaviours expected of children
- Be polite and approachable 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 consider 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
- Refer to school-wide sanctions when dealing with challenging behaviour in order to be fair, consistent and proportionate
- Acknowledge and reward positive behaviour
- Value all aspects of their achievements
- Supervise the classrooms and the playgrounds well and keep them safe from physical and emotional harm

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 when their children enter the school. It is vital that parents support the school's behaviour policy for behaviour to be effectively managed.

Encouraging positive behaviour:

- Staff will praise good behaviour both in order to show individuals that it has been noticed and valued and to reinforce models of good behaviour for other children. Postcards will be sent home from all staff to recognise and praise positive behaviour. Phase Leaders will welcome children throughout the school day to share with them their work.
- Star certificates are given weekly in assembly to celebrate children who demonstrate elements of good behaviour or are making improvements. These children will be invited to a Friday afternoon tea with a member of SLT.
- In class, age-appropriate collaborative reward systems are used across each phase, agreed at the beginning of the year by the staff within that phase. These can be used to distinguish good effort; respectful behaviour; setting a good example to others; being polite and any other behaviour an adult in school thinks deserves rewarding. They will be shared with parents during the Curriculum meeting and letter at the beginning of the year. If the system is adapted in subsequent terms, then the termly curriculum letter will explain this to parents.

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.

Both children and parents will receive explanations about consequences, especially when these are red traffic lights or slips, from the Class Teacher. If children or parents feel that the consequence is unfair then this can be discussed further with the Phase Leader.

In the classroom

- It is the expectation that children will demonstrate effort 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 from September for years 2-6 and week 3 for year 1. If a child infringes 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 be put on the amber traffic light. This is recorded on the weekly class monitoring for amber and red traffic lights. If a child receives 2 ambers in one day it becomes a red traffic light.
- 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. The teacher who issues the red traffic light will notify the parent that day.
- 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 red 3 times in a term the Class Teacher and Phase Leader will arrange a behaviour meeting with parents. Reaching amber or yellow 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 3 minutes
- **Yellow playground slips** for more serious incidents for which the consequence is 10 minutes on the time out bench. If a child receives 2 yellows in one day it becomes a red slip.
- **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 15 minutes in KS1 and half an hour in KS2 of a subsequent lunchtime under the supervision of a member of SLT completing a Red Rights Respecting Reflection Sheet in Y2-6 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. Staff are encouraged to consult with another member of staff when considering the appropriate consequence and with SLT if the child has a behaviour plan and the result may be an exclusion.
- 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.
- SLT and Governors are able to monitor consistency by analysing class by class consequences and the playground behaviour folders.

Behaviour plan

- If a child receives 3 red sanctions (traffic lights or playground slips), or 5 amber sanctions in one term or staff are concerned about a particular pattern of behaviour, 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.
- In the rare circumstance that a child becomes despondent with the Behaviour Plan, support and consequences, advice from external agencies will be sought.

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 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.
- Within the formal exclusion letter to parents is a clear explanation about how to appeal the decision in line with parent's statutory rights.

Children who face greater behavioural challenges and SEND

- 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 parents/carers, 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. (See appendix for case studies to exemplify when this may be appropriate and how support may be provided).

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.

Anti-bullying statement

Every child, no matter who they are or where they live, has a right to grow up safe and healthy and able to participate; bullying can, and frequently does, negate this aim. It will not be tolerated in any form at our inclusive, rights respecting school. Our Anti-bullying policy sets out the way in which this aim governs every aspect of the school's practice.

Section 2: Legal requirements

Screening and searching pupils (ref. DfE Searching, screening and confiscation 2014)

School staff can search a child for any item if the child agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child). School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider harmful.

If a member of staff suspects a child has a banned item in his/her possession, they can instruct the child to turn out his or her pockets or bag and if the child refuses, the member of staff can apply an appropriate consequence as set out in the school's behaviour policy.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a child may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other children talking about the item or they might notice a child behaving in a way that causes them to be suspicious. The person conducting the search may not require the child to remove any clothing other than outer clothing. A child's possessions can only be searched in the presence of the child and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to find another member of staff.

The power to use reasonable force or make other physical contact (ref. DfE Use of Reasonable Force 2013)

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

In very unusual circumstances, it may become necessary for staff to use reasonable force to control or restrain a child if they are at risk of harming themselves, other children or staff, to remove them from an area when they have refused to follow an instruction to do so, to control inappropriate behaviour, or prevent children from leaving learning environments or school premises.

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. In those cases where particular physical intervention techniques are identified as being necessary for particular children, a behaviour plan will be agreed by the school and parents.

The power to discipline beyond the school gate (ref. DfE Behaviour and discipline in schools 2014)

Staff can address children's behaviour at any time the child is in school or elsewhere under the charge of a member of staff e.g. taking part on any school-organised visit or school-related activity, travelling to and from school, in some other way, identifiable as a Brookfield child. Staff can also investigate any non-criminal bad behaviour or bullying that occurs anywhere away from the school and could have repercussions for the calm running of the school, poses a threat to another child or member of the public or could adversely affect the reputation of the school. The school will respond following this policy, or the Anti-bullying policy, to incidents witnessed by a member of staff or reported to the school.

Pastoral care for school staff accused of misconduct (ref. DfE Dealing with Allegations of Abuse against Teachers'

The school's duty is to ensure all pupils are safeguarded is paramount (please refer to the Safeguarding policy).

It is essential that any allegation of abuse made against a member of staff or volunteer in a school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. Accused staff will not be automatically suspended pending an investigation. The school has a duty of care to their staff. Support for the individual is key to fulfilling this duty. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the local authority, social care or the police. The school will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual, that may include support via the local authority, occupational health or employee welfare arrangements. Particular care needs to be taken when staff are suspended

to ensure that they are kept informed of both the progress of their case and current work related issues. Social contact with colleagues and friends must not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

If an allegation is determined to be unfounded or malicious, the LADO (Local Authority Designated Officer) should refer the matter to local authority children's social care to determine whether the child concerned is in need of services, or may have been abused by someone else. 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.

Multi-agency assessment

Multi-agency assessment will be considered for children who display continuous disruptive behaviour and are not responding to support or school systems e.g. traffic lights, behaviour plan. Referral to outside agencies will be made in consultation with the SENDCO and parents/carers.

Approved: September 2017

Review: xxx?

Appendix 1 In Class Actions and Consequences

Appendix 2 Playground actions and consequences

Appendix 3 RRS Reflection Sheets

Appendix 4 Playground Charter

Appendix 5 Principles of behaviour

Appendix 6 Case studies