



## Inspiring the best in everyone - a positive approach

Our core values of **kindness, responsibility and achievement** underpin our work in school. We use our values to proactively teach our pupils about the range of behaviours that we want them to develop. We believe that appropriate behaviours can be taught. We also believe that how we conduct ourselves as adults is a really powerful factor in determining how pupils behave. At Brookfield we aim to foster an atmosphere and environment where children feel safe, happy and motivated to learn. Where high standards of behaviour are achieved within a climate of trust and mutual respect. Within this environment, effective learning can take place.

## Aims of the positive behaviour policy

- To create an environment in which a high standard of behaviour is expected, within a climate of trust.
- To ensure that ALL pupils are happy, safe and learning
- To enable coherence in response to positive and negative behaviour at whole school level
- To prioritise the most vulnerable
- To enable a clear understanding of the system for staff, children and parents
- To describe 'what we do' and be explicit about 'how we do it'.

## Key Areas

Staff, pupils and parents at Brookfield have identified 6 key priorities for achieving and maintaining brilliant behaviour at Brookfield:

1. **High Expectations** – positively reinforced
2. **Consistency of approach** – training and support for all school staff
3. **Whole school behaviour system** – 'staying on green'
4. **Connection to values** – kindness, responsibility and achievement
5. **Provision for vulnerable pupils** - trauma informed practice
6. **Teaching learning behaviour**, self-regulation and emotion skills

## High Expectations

- We hold high expectations of behaviour in the classroom, hall, playground and when transitioning around the school.
- Staff communicate expectations clearly, visually and refer to these frequently. Routines are regularly rehearsed.
- Clear communication of behaviour expectations to set up ALL (staff and students) to be successful – both in the short & long term.
- Explain to the children what we **do want** e.g 'We listen in silence to others' rather than 'I don't want to hear any talking'.
- Praise and reward students who are displaying positive behaviours
- Positive relationships between staff and children encourages better behaviour and learning for ALL

## Consistency of approach

Staff at Brookfield are trained and supported in using 'preferred practices' for behaviour management. These preferred practices are detailed in Appendix 1 and include:

- positive framing
- giving take up time
- expecting compliance
- indirect correction
- responding to poor behaviour with calm
- taking a restorative approach
- use of scripts

Staff meet at least every half term to discuss and review the use of preferred practices, sharing successes, offering and accepting help and support where needed. Behaviour is a standing item at staff meetings. We understand that in order to achieve high standards of behaviour and consistency, all staff need continued training, coaching and support. With a consistent, positive approach to behaviour management, adults are empowered and children feel safe.

## Whole School Behaviour System - Staying on Green

Brookfield adopts the behaviour system 'Staying on Green'. The system is intended to be applied consistently although, at times, staff will use their professional discretion to make adjustments to meet the needs of individual children.

Principles behind this system:

- All children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Staff integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Children who regularly model positive behaviour are recognised and rewarded.
- There is a clear, stepped approach to managing misbehaviour

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.

The system works in the following way:

- All classes have a 'Staying on Green' display in the classroom – see Appendix B
- Each child starts the day on green (middle colour).
- They can move up a colour for exceptional behaviours until they reach gold.
- When they reach Gold this is recorded at the end of the day and communicated to parents & carers.
- If a child behaves inappropriately, after a warning, they move down a colour. The lowest colour is red.
- Once a child reaches red, this is stage 1. (see 'sanctions' below)
- Children are able/encouraged to turn their behaviour around and move back up the colours.
- Children's names may move up or down the system at any point during the day.
- Children are responsible for getting back to 'Green' – 'Green' is good!

It is important to note that 'Green' represents expected behaviour in line with our high expectations.

### **Rewards**

Our positive behaviour policy is based on the reinforcement of good behaviour. All staff should praise children and give them encouragement when possible. Praise and encouragement are used as much as possible to reward children's personal best in effort and attitude. It is our intention that we actively look for success in every child at their own level and that the reward system is inclusive. It is important that good behaviour is rewarded as equally as good work.

Examples of positive reinforcement include:

Praise: focusing on children who are showing appropriate behaviour e.g. 'Thank you. You are walking sensibly in the corridor', comments on work, praise in class, sending child to another class, an Assistant Headteacher or Head Teacher to show good work, praise & rewards in assembly, communicate positives with parents and send home certificates.

#### Golden book

If a child moves onto 'gold' during the week, their name will be recorded in the 'Golden Book' and their achievement celebrated in the Monday assembly.

### **Consequences**

Children should all have a clear understanding of the consequences of inappropriate behaviour and sanctions should be applied consistently by all staff.

At Brookfield, we promote a clear and staged approach to managing behaviour which is outlined below. It is important that the child understands that it is not themselves that we disapprove of but that it is their behaviour which we may find unacceptable. Every incident will not entail proceeding through the whole process and staff should look at the facts and attempt to resolve issues at the earliest possible stage. We have the following records for consequences which have been applied:

Stage 3 – any incidents which have led to a stage 3 behaviour (see below) – will be recorded on CPOMS. Children's Stage 3 reflection sheets will be stored in the Assistant Head's Stage 3 Behaviour File. The Assistant Head will monitor this on a fortnightly basis, and create a half termly analysis of the data.

#### Pre-Stage 1

The teacher will take the child aside and talk discretely with them, explaining why their behaviour is inappropriate, or will deal with the incident effectively and immediately, using 'staying on green' system, as appropriate to the individual and the incident.

- Acknowledge that inappropriate behaviour has occurred
- React calmly, reasonably and fairly, keeping the behaviour in perspective
- Remind children of the appropriate behaviour
- Look for opportunities to move the pupil back up a colour as soon as possible

#### Stage 1

## Brookfield Positive Behaviour Policy 2022

If a child reaches 'red' they are on Stage 1 behaviour. They go to the class 'reflection' table away from the main activity, for 5 minutes and fill in a reflection sheet. This is not punitive and should be seen as an opportunity for the child to take ownership of their behaviour, reflect on how it has affected others and focus on next steps.

**Reflect and repair** - Time is made after the incident to discuss the behaviour with the child and support them to reflect. Teachers will keep these reflection sheets in their own class behaviour files.

### Stage 2

Continuous inappropriate behaviour and moving to 'red' for a second time within that day means the child is sent to another class for 'reflection time'. The child does not take part in activities during 'time out'. A reflection sheet should be completed and a copy filed in the class behaviour file. Children who are persistently being given time out should be discussed with the Phase Leader, Leadership Team and/or SENCo. Children are sent with an adult or other child.

### Stage 3

If the behaviour continues, the child is given a further warning and will then move to stage 3.

This is now considered to be very serious behaviour. The Headteacher or an Assistant Head Teacher will be called and the incident will be logged on CPOMS. A phone call home will be made in order to discuss the incident, and a letter will be emailed to the child's parent or carer.

Children showing extremely disruptive behaviour may be given an immediate Stage 3. Parents and Carers will be informed by the Head or an Assistant Head Teacher. Examples include:

- Aggressive or violent behaviour – physical or verbal
- Swearing
- Racist, homophobic, sexist, sexual and or disablist behaviour
- Deliberate damage to property
- Refusal to co-operate or follow instructions
- Persistent time out for the same behaviour

If a child moves to Stage 3 three times in a **half term**, they are internally excluded for half a day. This is spent with the HT or AHT completing work set. The child is not allowed in the playground and will have separate playtimes.

Children whose behaviour is continuing to cause concern are discussed with the phase leader & SENCo. Parents and carers will be invited to a positive behaviour meeting to discuss strategies and next steps and a safety and wellbeing and safety plan will be drawn up. Advice may be sought from the professionals.

All classes and staff will use the rewards and consequences for positive and negative behaviours. However, some teachers may use additional rewards for positive behaviours such as stickers, short term incentives etc.

## Brookfield Positive Behaviour Policy 2022

### **Connection to values** - kindness, responsibility and achievement

The behaviour policy is inextricably linked with the Brookfield vision and values. Explaining the rationale behind expectations leads to greater success and mutual respect. Discussing question such as; why do we need to look after our environment? What kind of adults do we want to become? What can I do to help others? We actively teach behaviours which enable children at Brookfield to be become good citizens and make positive choices now and in the future.

Ways in which we promote and teach the values:

- Through our curriculum
- Understanding our Rights
- Kindness tree and rewards for kindness, responsibility and achievement
- Assemblies
- Role models

### **Provision for vulnerable pupils**

#### **Trauma informed practice**

There are children who struggle to regulate their emotions and behaviour in school due to their early experience of trauma and loss. For children who have experienced trauma, stressful situations or even anticipating or imagining them activates the nervous system and triggers the brain into 'survival mode' which then results in the body acting defensively – often described as going into 'fight or flight' mode. Children may also exhibit significant insecurities in their relationships with themselves, others and the world in which they live because of what has happened to them. These children are at risk of under-achieving, exclusion and possible mental health difficulties.

At Brookfield we are commitment to taking a 'trauma informed approach' to enable children to engage in education, by valuing the importance of relationships. We stay curious about behaviour rather than being judgmental, we make the classroom a safe and predictable place to be by following routines and keeping calm. Through prioritising the development of strong and trusting relationships with key adults in school, we help children who have experienced trauma, to learn healthy responses and begin to take control over their feelings and behaviours. Individualised provision may also come in the form wellbeing & safety plans, target setting, group work addressing specific difficulties and/or outside agency support.

#### **Children with Special Educational Needs and Disabilities (SEND).**

For children on the SEN register provision is put in place for them by their class teachers, the SENCo and Leadership Team. All adults are aware of children with SEND in their year groups.

Children with SEND are still expected to behave in accordance with the core values but specific difficulties will always be taken into account when dealing with any behaviour incidents. Rather than adjusting expectations, we recognise that some children take smaller steps to get there and it is our role in school to put provision in place so that every child has the chance to succeed.

Any adult who has concerns about a child's behaviour will refer to the SENCo and/or Phase leader so that the child can be discussed in a Vulnerable Children's meeting and support allocated swiftly.

### **Positive Handling**

We believe that touch can be used very effectively to reassure, calm and focus our pupils. We are also aware that this is dependent on what is 'ok' for the individual pupil, and this must be borne in mind. Staff always refer to the safeguarding policy in order to avoid any misinterpretation of physical contact and to protect themselves as professionals. We are always mindful of entering into a child's personal space (anything within arm's length), and even more so of their intimate space (within elbow's length). If we are entering into that space, we need to have a good reason for doing so, and consider safeguarding issues for the child and professional involved.

Sometimes we might hold a child who is distressed – this is the use of physical contact to direct or calm children. They may need to be prevented from disturbing an activity, hurting themselves or others, and be prevented from negatively affecting the wellbeing of others. Positive handling interventions are recorded in the bound book.

If a restraint (the positive application of physical force to ensure that injury is not caused to any persons, that good order and discipline is maintained and/or a criminal offence is not committed) is needed, this is ONLY because a child is being a danger to themselves or others, and is always be a last resort. It is NOT appropriate to physically intervene with a child in any other circumstances, and we are very aware of the possibility of escalating situations by intervening inappropriately.

Key staff members are trained in Positive Handling Training approaches (Team Teach) and follow the extensive guidelines set out in this work. All incidents of restraint are recorded and parents/carers informed. Complaints received from pupils, parents, or staff will be dealt with under the school complaints procedure. Positive Handling Training is carried out for relevant staff at least every three years.

### **Teaching learning behaviour, self-regulation and emotion skills**

All children are capable of behaving appropriately. We intend to achieve our aims by establishing clear and consistent boundaries within a balanced framework.

At Brookfield, individual effort is valued and individuals are encouraged to develop self-discipline and a sense of their own worth. To support this development, the children are taught to understand the nature of behaviour expectations and how achievement can be valued. This teaching is centred on what we expect children to do rather than what we do not expect them to do. We teach children to be successful learners by developing self-respect, self-control and respect for others' individuality, cultures and beliefs.

All staff have a responsibility to ensure the children follow the school rules at all times. If they meet a child behaving inappropriately, they should address the incident. The school rules are discussed regularly with the children to ensure that all children have a clear understanding as to their meaning. It is important that staff use the wording of the school rules with all children, to ensure consistency throughout the school.

Children are given strategies to cope in conflict situations without resorting to aggression. If someone upsets or hurts them, they can:

- NOT do the same things back
- say "STOP IT, I DON'T LIKE IT"
- tell an adult if you are hurt, if something is making you sad or if you are unhappy

### **Developing the vocabulary of emotions**

In order to articulate their emotions, children need to be given the vocabulary to do so. We teach emotion vocabulary from Nursery onwards and give children the opportunity to talk about their feelings in regular circle times and with adults in school. Each class has an interactive zones of regulation display, giving the opportunity for children to reflect on their emotions and how they may change during the day. Staff build in time for reflection at the start of the day, and after break and lunch as appropriate. Staff are able to monitor the chart and speak to children who are dealing with difficult emotions and support them as necessary. This helps build strong relationships and a culture of trust.

### **Staying in a good state of mind**

As adults we need to maintain a positive state in ourselves, so that we are in control of our own emotions and can manage situations well. A positive state of mind is vital. We offer coaching and supervision to staff who are working with challenging behaviour in school or have personal issues that may be impacting on their resilience at work.

### **Legal Framework**

Under Section 89 of the Education and Inspections Act 2006 the head teacher of a school must determine measures to be taken with a view to—

- (a) promoting among pupils self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

### **The role of Governors**

Under Section 88 of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

### **Equal Opportunities**

We believe it is the right of all children, regardless of their gender, ethnicity, physical or academic ability, skills, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment.

We recognise that adults may have preconceived expectations of children's behaviour and we are committed to challenging discrimination and stereotypes. We recognise that children's behaviour can be variable and can be affected by the situation. At Brookfield we feel it is important for all staff to have a whole school approach to promoting positive behaviour with clear and consistent expectations.

In certain cases a child may present challenging behaviour. For a variety of reasons they may find it difficult to follow our school code of conduct. In these cases, the child will have specific behaviour targets and strategies.



## Brookfield Positive Behaviour Policy 2022

There will be clear and appropriate rewards and consequences. These will have been agreed with the class teacher, SENCo, Phase Leader and or Assistant Headteacher and parents and carers.

### **Parent and Carer Involvement**

We are strongly committed to a positive, working relationship between home and school. At Brookfield we take inappropriate behaviour very seriously and expect parents and carers to do the same. Our expectations are discussed with new parents and carers when children start school.

### **Searching children or their belongings**

We do not search children unless there is an immediate threat of danger. If we suspect that a child has something inappropriate in their bag or pocket we will ask the child to empty it for us with another witness present. If they do not comply we will, unless there is an immediate threat of danger, ask their parent/carer to do this at the end of the day. If this is not possible we will only search a coat or bag in the presence of another member of staff.

### **Behaviour outside of school**

Our standard rules and procedures apply on any educational visits, some individual pupils may have a well-being and safety plan created before a school trip. This is discussed with parents.

A child's behaviour outside of school when not under our supervision may still need to be dealt with by the school using our standard procedures if:

- Another pupil is adversely affected eg cyberbullying using a personal phone or computer
- The pupil is putting themselves or someone else at risk eg Y6 children going home alone and running into traffic
- They are unsupervised and their behaviour could adversely affect the reputation of the school.

The Head Teacher is responsible for overall monitoring of the behaviour policy.

The overall effectiveness of the behaviour policy will be reviewed at least once per year and amendments made after consultation with staff. The Assistant Headteacher is responsible for monitoring behaviour incidents on a half-termly basis.

September 2022

Review Date: July 2023

### Staying on Green – KS2

 super star	<p style="text-align: center;"><b>GOLD</b></p> <p>Gold is given for exceptional behaviour &amp; consistent green behaviour                  Gold is recorded in 'golden book' and award given out in Friday assembly                  3 Gold awards = postcard sent home                  Once gold is achieved it cannot be taken away. Warnings will be given before moving a child down the hierarchy</p>
 excellent	<p style="text-align: center;"><b>SILVER</b></p> <p>Pupils may move up a colour from bronze to silver if they are showing consistent green behaviour (making positive choices)                  Or showing extra effort                  Warnings will be given before moving a child down the hierarchy</p>
 great	<p style="text-align: center;"><b>BRONZE</b></p> <p>Pupils may move up a colour from green to bronze if they are showing consistent green behaviour (making positive choices)                  Or showing extra effort                  Warnings will be given before moving a child down the hierarchy</p>
 good	<p style="text-align: center;"><b>GREEN</b></p> <p>Green is the expected behaviour &amp; good behaviour for learning.                  All pupils start on green at the beginning of each day                  if all the class are on green at the end of the school day they earn green points towards a class reward                  Green behaviour reflects the values of kindness &amp; responsibility.</p>
 1st warning	<p style="text-align: center;"><b>BLUE</b></p> <p style="text-align: center;">Warning 1</p> <p>Pupils may move down a colour from green to blue if they are not making good choices                  'Catch' the pupil showing green behaviour and move back up to green as soon as possible                  This is the key to making the system effective.                  Low level redirection strategies and verbal warnings</p>
 2nd warning	<p style="text-align: center;"><b>YELLOW</b></p> <p style="text-align: center;">Warning 2</p> <p>'Catch' the pupil showing green behaviour and move back up to blue and green as soon as possible                  This is the key to making the system effective.                  Low level redirection strategies and verbal warnings</p>
 reflection time	<p style="text-align: center;"><b>RED</b></p> <p style="text-align: center;">Reflection time</p> <p>The pupil moves away from the group to a 'reflection' table for 5 minutes                  Reflection sheet is filed in class behaviour file – follow up conversation later in lesson/day                  Once reflection time completed, pupil moves to yellow.                  2<sup>nd</sup> red of the day = reflection time in another class                  3<sup>rd</sup> red = stage 3 behaviour and reflection with Head or Deputy Head, letter home and meeting with parent/carer</p>



### Staying on Green KS1

 super star	<p style="text-align: center;"><b>GOLD</b></p> <p style="text-align: center;">Gold is given for exceptional behaviour &amp; consistent green behaviour                  Gold is recorded in 'golden book' and award given out in Friday assembly                  3 Gold awards = postcard sent home</p> <p>Once gold is achieved it cannot be taken away. Warnings will be given before moving a child down the hierarchy</p>
 great	<p style="text-align: center;"><b>SILVER</b></p> <p style="text-align: center;">Pupils may move up a colour from green to silver if they are showing consistent green behaviour (making positive choices)                  Or showing extra effort</p> <p style="text-align: center;">Warnings will be given before moving a child down the hierarchy</p>
 good	<p style="text-align: center;"><b>GREEN</b></p> <p style="text-align: center;">Green is the expected behaviour &amp; good behaviour for learning.                  All pupils start on green at the beginning of each day                  If all the class are on green at the end of the school day they earn green points towards a class reward                  Green behaviour reflects the values of kindness &amp; responsibility.</p>
	<p style="text-align: center;">Low level redirection strategies and verbal warnings</p>
 warning	<p style="text-align: center;"><b>YELLOW</b></p> <p style="text-align: center;">Warning</p> <p style="text-align: center;">Pupils may move down a colour from green to yellow if they are not making good choices                  'Catch' the pupil showing green behaviour and move back up to green as soon as possible                  This is the key to making the system effective</p>
	<p style="text-align: center;">Low level redirection strategies and verbal warnings</p>
 reflection time	<p style="text-align: center;"><b>RED</b></p> <p style="text-align: center;">Reflection time</p> <p style="text-align: center;">The pupil moves away from the group to a 'reflection' table for 5 minutes                  Reflection sheet is filed in class behaviour file – follow up conversation later in lesson/day                  Once reflection time completed, pupil moves back to yellow.                  2<sup>nd</sup> red of the day = reflection time in another class                  3<sup>rd</sup> red = stage 3 behaviour and reflection with Head or Deputy Head, letter home and meeting with parent/carer</p>

