

Brookfields Primary School

Behaviour policy

Brookfields Primary school promotes positive behaviour at all times. This is encapsulated into one key idea that all stakeholders recognise, identify with and share, namely:

RESPECT... for everyone, everything, everywhere.

Aims

The Governing Body believes that good behaviour is essential for effective teaching and learning to take place. Good discipline is very important for the growth, welfare and development of pupils. It is acknowledged that society expects good behaviour as an important outcome of the educational process accordingly; Brookfields Primary School has the following aims:

- To create an environment that encourages and reinforces outstanding behaviour.
- To define acceptable standards of behaviour.
- To promote an understanding of personal responsibility.
- To eliminate racism, sexism, homophobia, disability-bullying and other forms of prejudice, through education.
- To promote an effective learning environment.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self discipline and positive relationships.
- To encourage the participation of both home and school in the implementation of this policy.

Ethos

In order to achieve high standards and all pupils to make good progress, Brookfields Primary School has developed an inclusive ethos with high standards of behaviour.

The overarching principle this is all pinned on is:

RESPECT... everyone, everything, everywhere.

This encompasses the following:

- Staffs, pupils, parents, governors and the community all support this policy and its implementation.
- The policy is applied consistently.
- Parents work in partnership with school to help pupils manage their behaviour inside and outside school.
- Positivity, encouragement and reward, both formal and informal, are the key elements in managing discipline.
- Pupils are experiencing a curriculum that is varied, differentiated and motivating, so that they are engaged in their learning.

- Sanctions are focussed on the behaviour and not the pupil.
- The policy is reviewed regularly to reflect the needs of pupils and maintain the positive ethos.

The Principles of Good Behaviour and Good Behaviour for Learning

We aim to make our expectations of behaviours for learning clear. This is because the quality of learning, teaching and behaviour are inseparable issues in school. All staff, students and parents have a responsibility to work together to ensure that standards are as high as possible.

Good behaviour for learning is achieved when there is consistency, mutual respect, established routines and high expectations of pupil engagement. This creates a safe and secure environment for learning to take place. We are clear as a school that Behaviour for Learning needs to be taught, modelled, reinforced, rewarded and reviewed.

Key stage 1 and 2 Exemplar Criteria for Behaviour for Learning

B.L. 1 - Works independently, demonstrating a good attitude to learning and always makes a positive contribution in lessons.

B.L.2 - Sometimes works independently, demonstrating a good attitude to learning and sometimes makes a positive contribution in lessons.

B.L. 3 - Need support to work independently, demonstrating an acceptable attitude to learning and requires prompting to contribute in lessons.

EYFS Exemplar Criteria for Behaviour for Learning

B.L.1 - I can talk about and use my own ideas.

B.L.2 - I can keep on trying.

B.L.3 - I can try different activities.

Practice

Staff promote positive behaviour which supports learning, by ensuring that they:

- Encourage an overarching passion to discover and learn, promoted through progression within the ' Criteria for Behaviour for Learning '
- Give clear and consistent messages to the pupils about the extent to which they and their efforts are valued.
- Offer a structured curriculum: effective learning contributes to good behaviour.
- Manage learning areas to promote independence and accessibility, so that the environment supports learning and positive behaviour.
- Plan lessons that carefully match the needs of individual pupils, and have clear expectations and outcomes.
- Recognise pupils 'achievements and ensure that they are always challenged to do their best.

Pupils are taught strategies to help them make the right choices for behaviour and to recognise and avoid potential conflict situations through:

- The SEAL Project - includes whole school assembly themes, which are then followed up during circle time in classrooms.
- PATHS Project - understanding feelings and empowering pupils to manage feelings appropriately.
- Peacemakers - a whole class, circle time style project, to support conflict resolution.
- Following the schools overarching rule:

RESPECT... everyone, everything, everywhere.

This includes the following activities:

- Understanding the consequences of their actions, including the effect of negative behaviour on learning
- Trying to sort out the problem where this is within their capability
- Walking away and reporting conflict rather than getting involved
- Speaking to a peer mediator or play leader to help sort out differences
- Speaking to a teacher or other member of staff for guidance and support
- Extra-curricular activities which are arranged to help develop self-management strategies and support well-being.
- A support package for children who are new to the school as part of an induction process

Rewards

(Please see Appendix 1: Rewards Flowchart)

The school rules are clear. They are supported by class rules which are discussed and agreed by staff and pupils at the beginning of the school year.

There is a range of rewards which are appropriate to individual and group achievement.

These include:

- Verbal praise.
- Positive written comments.
- Merit, Dojo (avatar-style E-characters) points or stickers (according to the age and stage of the pupils).
- Within each class reward points for 'tables', groups or teams of children.
- Prizes for Dojo points or completed merit cards.
- Within each class, reward points for tables, groups or teams of children.
- Rewards for the class which has the most points, tokens etc for a particular behaviour focus (usually half-termly).
- Rewards for pupils who has no warnings. (Usually half-termly).
- Teacher's weekly prizes in class e.g. treasure box.

- Class rewards e.g. extra playtime, Dojo's (avatar style e-characters) that can earn extra golden time.
- Cumulative awards e.g. Dojo's or marbles in a jar, which lead to a class reward which is negotiated with pupils such as extra golden time
- Head teacher/deputy head teacher stickers.
- Weekly congratulations certificates.
- Termly "stars" certificates.

Pupils who are good role models may also have extra responsibilities such as peer mediators, play leaders, members of school council or maths ambassadors which rely on their continued good behaviour.

Sanctions

(Please see Appendix 2: Sanctions Flowchart)

Pupils are clear that if school rules are not followed, an appropriate sanction will be given. When this happens, staff will speak to parents so that they can support their child to improve behaviour.

The following sanctions are progressive and are included in the flowchart in Appendix 2.

At each stage, the pupil is given the opportunity to re-focus and change their behaviour, supported by a member of staff if appropriate.

- Reinforcing positive behaviour by pointing out good examples
- Sad/happy "sides" on the board or moving up/down within a visual traffic light chart system.
- Verbal warning
- Time out in class
- Time out in a partner/consecutive class
- Concern note (referred to a senior member of staff if three or more warnings are received in a day)
- Lunch time 'time-out' (three within a week will result in an internal exclusion)
- Internal exclusion (receiving appropriate teaching, but completing work away from the peer group)
- Letter to parents (after internal exclusions, a fixed-term exclusion will be considered)
- Fixed term exclusion
- Reduced programme at school for a fixed period
- Permanent exclusion (this is rare and has to be agreed by the governing body)

The head teacher or deputy head teacher can accelerate the sanctions if behaviour is considered particularly serious.

Behaviour is monitored by the Senior Learning Mentor and Behaviour Leader and Phase Leaders. Where a pupil's behaviour gives rise to concern parents/carers are asked to meet with a senior member of staff to discuss support. Often, discussions with parents/carers, staff and pupils is enough to enable pupils to "turn around" their behaviour. However, if behaviour continues to be a barrier to learning the following can also be put in place:

1. Referral to the school's inclusion group to discuss further support
2. An individual tracking sheet, where the child is supported by the learning mentors and teachers to meet school behaviour expectations.
3. If the expectations are not met, this can then be escalated to targeted support, involving an Individual Learning Plan (ILP) that is agreed with the pupil, parents/carers, class teacher, learning mentor and behaviour leader and is reviewed after six weeks. Children are included in a behaviour intervention such as 'Angry Birds', a social skills group or a lunchtime club such as 'games group' or ICT club. After a review if there has been no improvement, the next stage involves a further ILP with targets which are supported by outside agencies. This is known as specialist support (stage 5S of SEND COP 14), and can include behaviour support service or an educational psychologist.
4. Shared provision with the behaviour support service.
5. A managed move to another school for a "fresh start".

Partner agencies include:

- City of Birmingham School
- Local authority exclusions team
- Educational Psychology
- Barnardo's
- Action for Children
- School Nurses
- Counselling services e.g. Edward's Trust
- Childrens Adolescent Mental Health Services (CAMHS)
- Social care.

Exclusion from School

The school follows the local authority's procedures for exclusion and appeals against exclusion.

Where a pupil does not respond to sanctions or support, or where behaviour is seriously negative e.g. putting the pupil or others at risk, the Head teacher may issue a fixed-term exclusion from school. This can range in the first instance from 1-3 days.

If, in spite of all efforts to support a change in behaviour, fixed-term exclusions continue, or where there is a very serious incident, the Head Teacher may ask the governors to consider permanently excluding a pupil. This is rare and should happen only when all other strategies have been exhausted.

Support for families

Support is also available for parents through the school's Learning Mentor team and Parent Support Advisor (PSA), who can support with behaviour and learning strategies. The PSA facilitates "time out for parents" classes to support carers to engage their children with good behaviour management strategies. The PSA is also available for one-to-one meetings on parenting strategies.

The Parent Support Advisor can also signpost to other support agencies and initiate an fCAF (family common assessment framework) part of Birmingham city councils ' Early Help' initiative, where it is felt that the pupil's behaviour may be affected by issues such as housing, health, finance or where further family support through care agencies may be required.