

## BRACKENSDALE JUNIOR SCHOOL.

### Behaviour Policy.

#### **AIMS:**

- To ensure that every adult and child in school is aware of the expected standards of behaviour, the sanctions for contravening the established code and rewards for good behaviour.
- To outline strategies for helping children who fail to achieve acceptable standards of good behaviour.
- To enable teachers to teach without disruption.
- To ensure that children are able to learn in a safe and unthreatening environment.

The school will create an environment which is conducive to good behaviour by:

- Every Child matters' 5 outcomes for children, being healthy, **staying safe**, enjoying and achieving, making a positive contribution, economic well being.
- The provision of an interesting and differentiated curriculum.
- Praising and rewarding children for good behaviour.
- Maintaining a whole school approach to discipline with clearly defined, discussed accepted routines and parameters for behaviour.
- Adults setting a good example in the way they relate to children and to each other.
- The use of positive language and listening when talking to children.

#### **SUPERVISION OF CHILDREN**

- Children will be supervised at all times. No children will be in school at playtimes or before school unless supervised by a parent/guardian or a member of staff.
- The playground will not be supervised by staff before 8.40am and after 3.15pm.
- A rota is in place for playground supervision – staff should be on the playground BEFORE the children arrive.
- Teachers should supervise the children coming downstairs to the playground and collect the children from the playground at the end of play and supervise their return to the classroom. The bell will ring between the two playgrounds by the teacher on duty on the upper playground in order for the playtime to finish at the same time. Ensure that staff hear the bell by ringing outside the staffroom on the way to the playground.
- A mid-day supervisor will escort the children to the dining hall. Children eating in the quiet dining hall will be escorted by their teaching assistants.
- A door monitor rota with named responsible children will be drawn up to assist the teachers and mid-day staff to control the number of children inside the school at play/lunchtimes. The monitors will be changed on a

half termly basis and may be rewarded if they do a good job and treat others with courtesy.

- Children must have a pass from their mid-day supervisor before being allowed in school e.g. to use the toilet or to take time out.
- Door monitors appointed will collect the passes from each child and then return the pass to them when they go back onto the playground.

## **SCHOOL RULES**

At Brackensdale Junior ER School we follow the 'Golden Time' approach and have **5 Golden Rules**:

- We are gentle – we don't hurt others
- We are kind and helpful – we don't hurt anybody's feelings
- We listen – we don't interrupt
- We are honest – we don't cover up the truth
- We work hard – we don't waste our own or others' time
- We look after property – we don't waste or damage things

Each class also has their own classroom rules that they have agreed with their Teacher.

## **REWARDS**

- On a Monday morning all staff have the expectation that children will keep the golden rules and they choose an activity for golden time on a Friday that they can celebrate for keeping the golden rules.
- Praise – teachers catch them being good and look out for children following our golden rules.
- A whole school system of merit points called stars. Children will have their own personal record of stars awarded to them and their stars will also contribute to their team's score.
- Certificates will be given in the classroom for children gaining 50, 100 star points etc and these will be taken home to show parents.
- The team winning the most star points will be publicly celebrated in our assembly on Mondays. Parents of children being celebrated are invited to join us for these assemblies. This is also an opportunity to share good work and behaviour.
- A golden book will be kept to recognise those children showing outstanding achievements in improving or maintaining good behaviour or showing particular care for others.
- Teachers will also reinforce good behaviour, excellent work and effort by giving stickers, rewarding individuals or groups and sending children to the Head teacher for praise.
- A list of suggested rewards below:

### Star point system

The children voted for a name for the merit points and 'stars' was the most popular option. We had a vote to change the names of the teams and it was decided to call them:

MEERKATS

SPIDERS

ANTS

BUTTERFLIES

### Token rewards:

'Star of the Day', ticks, team points, certificates, name in golden book, stamps, colour in chart, marble jar (these can be collected towards one or more of the other rewards suggested.)

### Material Rewards:

Prizes, pens, pencils, rubbers, exercise books, comics, stickers, badges, and mascots.

### Group rewards:

Class trip, extra story time, team games, music, extra break time.

### Special Responsibilities:

Assembly duties

Ring the bell, take the register, take a message

Give out items to class

Teach/tutor less able pupils

Help the head teacher

Bring in an activity from home

### Something extra:

Extra break

Playing with lego, puzzles etc

More choices/choose time

End of term treat e.g. non-uniform day

Social rewards:

Praise – public or private

Work on display

Attention

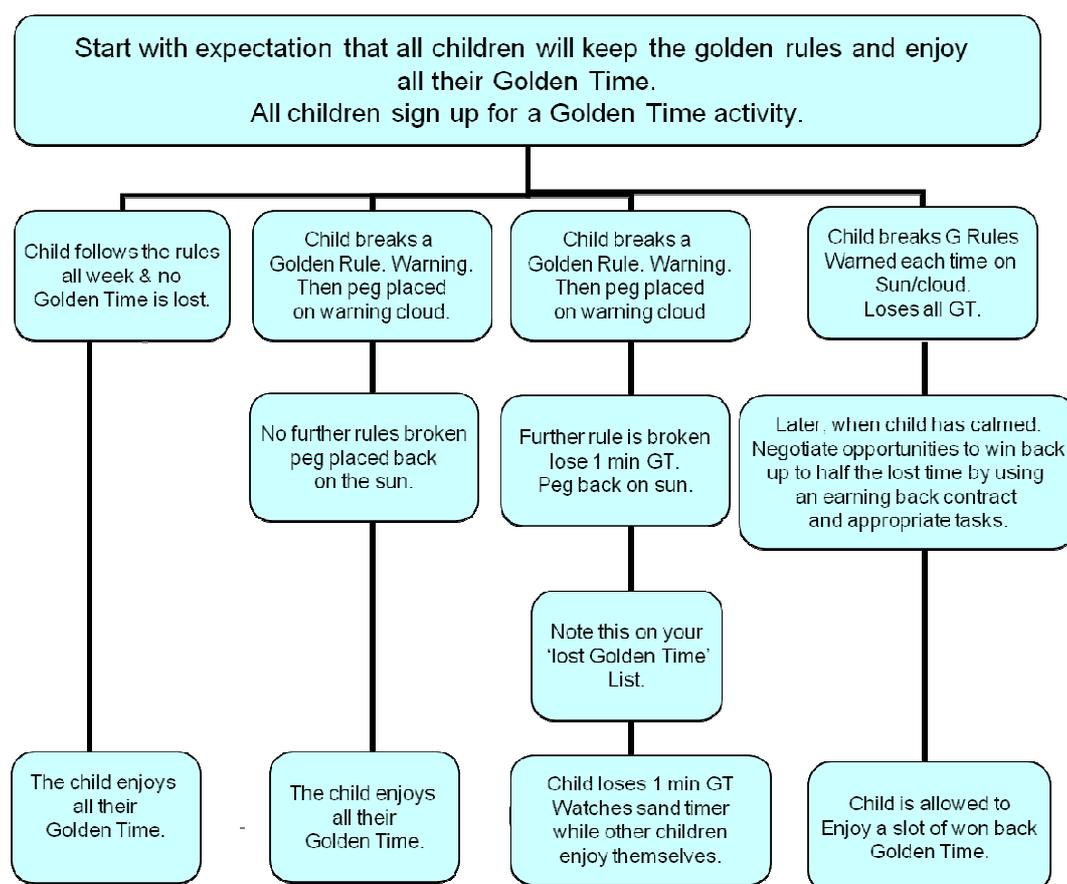
Smiles, thumbs up, winks

Telephone call home to parents

Recognition in assembly

Positive comments to another teacher within pupil's earshot.

## CONSEQUENCES



If a child is persistently misbehaving then they will go onto a Yellow report, parents/guardians will be informed and the child will be put on a yellow report for one or two weeks. This is a blank timetable with a comment about their behaviour for every lesson. Whilst on yellow report no child will be able to join extra-curricular activities.

For serious incidents the child may go onto a red report. The child will be referred to the head teacher, they will hold a meeting with the parents/guardians. Further action could include informing the governing body and exclusions. Depending on the seriousness of the incident a child may be referred straight to the head teacher.

### **Time out:**

This involves restricting the child's access to positive reinforcements as part of the Support and Intervention plan in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class/group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

## **Withdrawal:**

This involves removing the child from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This “quiet time” could be time in the playground, the quiet room, or sitting in an office supervised by an appropriate member of staff.

## **USE OF MULTI ELEMENT PLANS AND SUPPORT AND INTERVENTION PLANS**

For children with Special Educational needs who present frequent challenging behaviour, they will have individual strategies outlined on their Multi-element plan (MEP) to help modify their behaviour.

For children with severe challenging behaviour they will have an individual Support and Intervention Plan (SIP). This outlines specific behaviours, triggers, de-escalation strategies and physical intervention techniques when necessary.

MEPs and SIPs should be reviewed at least termly with the child’s parents, where appropriate with the child, and any other relevant agencies.

External agencies e.g. Specialist Teaching and Educational Psychology service (STEPS) may be involved in the planning of these documents.

## **EXCLUSION**

If there is any further challenging behaviour following a red report then the child may be excluded from school. This sanction will only be used where other options to improve a child’s behaviour have been exhausted. It may, however, be used immediately where a child is seriously at risk of harm to themselves or others. The Governors will follow established statutory procedures should an exclusion be necessary.

## **RECORDING, REPORTING AND MONITORING.**

### **RECORDING INCIDENTS**

Where physical control or restraint has been used a record of the incident will be kept. This record should be made in the school’s bound and numbered incident record book. This is kept in the school office and not to be removed.

Appropriate documentation – a serious incident form - will be completed as soon as possible after the incident, (within 24 hours) normally prior to staff

going off duty and be signed by all staff involved and a member of the senior management team.

The original is to be filed in the incident file kept in the school office. A copy can be kept in the child's SEN file and in the class incident file.

A Health and Safety Accident/Incident Form will be completed and returned to the Authority in situations where injury has occurred to either members of staff or pupils. This form may also be completed after a violent incident even if no-one is injured.

## **REPORTING INCIDENTS**

All incidents recorded on a Serious Incident form or entered into the Serious Incident Book will be reported to parents. This may be by telephone or in the home-school diary, depending on the nature of the incident and the procedure agreed with parents when their child's Behaviour Management Plan is devised/reviewed.

## **MONITORING INCIDENTS**

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head Teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis (at least half-termly) and the results used to inform planning to meet individual pupil and school needs.

## **HOW WE INVOLVE CHILDREN**

Each school year should begin with a class discussion of our golden rules and reward system, establishing class rules and a discussion of the behaviour policy.

In September the teams will be reorganised to ensure equal numbers.

Circle time will be used to enable children to make a contribution to promoting good behaviour.

The school council to enable children to voice their opinion about issues regarding behaviour throughout the school.

**POLICY REVIEWED JANUARY 2013**