



**Briary Primary School**

# **Behaviour Policy**

**Date: September 2016**

**Date for Review: Term 1 2018**

## **Behaviour Policy**

### **Introduction:**

This document is a statement of the rationale, principles and strategies for Briary Primary School. We aim to make and keep Briary School a safe and happy place, where children can learn and play without being afraid or worried.

DfE guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEND policy, PSHE policy, Safeguarding policy and the Policy for teaching and learning to establish the general ethos of the school.

DfE guidelines:

Behaviour and discipline in schools – Advice for headteachers and school staff – January 2016

Use of reasonable force - Advice for headteachers, staff and governing bodies – July 2013

Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies – February 2014

### **Rationale:**

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. It aims:

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using positive discipline techniques
- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self discipline
- To promote personal self-esteem
- To prevent bullying
- To promote and celebrate 'British Values' (democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs)

- To identify & deal with risks identified under the 'Prevent Duty', i.e. to challenge and prevent radical ideology that promotes radical, sexist or racist views
- To promote inclusion (*consistent with the school ethos and vision statement*).

### **Principles and Ethos:**

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the LA, The Coastal alliance, governors, parents and carers and others in the community.

See also the Aims of Briary School in the School Development Plan.

### **Responsibilities:**

All members of the school community – teaching and non-teaching staff, parents, children and governors – work towards the school aims by:

- Providing a well ordered environment in which all are fully aware of behavioural expectations
- Treating all children and adults as individuals and respecting their rights, values and beliefs (ie British Values)
- Challenging and preventing radical ideology that promotes radical, sexist or racist views
- Fostering and promoting good relationships and a sense of belonging to the school community
- Promoting inclusion (*consistent with the school ethos and vision statements*)
- Offering equal opportunities in all aspects of school life and recognizing the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work,
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to reduce undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school
- Working as a team, supporting and encouraging each other.
- Being a role model for others, acting in accordance with the principles of this Policy.

## **Rules:**

All the rules have been devised over a period of time after various discussions with the children, to hear their opinions. When these rules are given to the children there must be opportunity to discuss them and ensure that they are fully understood and accepted. All rules will be displayed in the appropriate place. Some classes may wish to add an extra rule of their own.

## **School Rules:**

### **We will uphold the British Values:**

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

- **We will look after our school**

We keep our school tidy inside and out. We put things back in their proper places. We make sure all our clothes and bags and lunch boxes are named. We look after all books and equipment.

- **We will sort out problems peacefully**

We will ask an adult to help if we are upset

- **We will move quietly and safely around the school**

We walk on the left in corridors. We will hold doors open for people. We move around the school quietly and sensibly.

- **We will respect each other**

We are polite and helpful and honest with each other. We work hard and let others do their work. We put our hands up to ask or answer questions so everyone gets a fair chance. We only use people's proper names. We will listen to adults and do as they ask as soon as possible.

- **We will be quick to help and praise each other**

## **Rewards:**

The main reward for good behaviour will be praise from staff or other children.

**Stickers / Team points:** Children can get stickers / team points for a variety of achievements including good work, greater effort or being helpful.

**Individual phase rewards:** Each Team Leader, in discussion with their team, may introduce a reward system, for example, marbles in jars.

**Gold book:** Children can have their names put into the Gold Book for a variety of reasons (see team points). Each entry is rewarded with a gold certificate, which is presented in a special assembly.

**Golden time:** Extra play or the opportunity to choose an activity to do as a reward for good behaviour in school. Appendix 1 contains the criteria for Golden time.

**Dojos:** Children create their own Dojo with their class teacher on the Interactive Whiteboard. They are then awarded Dojo points to reinforce good behaviour or specific behaviour or elements of the learning environment that the class teacher is seeking to improve. This is an optional individual class system.

**Good all week sticker:** All children who have not had an incident recorded or only 2 calm down times (3 in Early Years) for a whole week go home on Friday with a special sticker. After 15 bronze stickers have been earned children are presented with a silver sticker by the Headteacher. After 30 stickers they are presented with a gold sticker. If, by the end of an academic year a child has received their behaviour sticker every week they are presented with a certificate. **Each Seasonal term a prize draw will be held for the Silver and Gold award winners.**

## **Sanctions:**

“No school however positive or imaginative can eliminate disciplinary difficulties entirely” (DCSF: “Good Behaviour and Discipline”)

Should children not conform to the agreed rules the following sanctions will be applied in order.

## **Classrooms behaviour management.:**

1. Reminder of expectations/Verbal warning(s).
2. Name on board / moved to amber on class traffic light system. Requirement / expectations to move back to green explained.
3. Move to a desk or area away from the other children. **A special place in class should be provided.**
4. Calm down time (time out) in another classroom or in the communal learning area (1 minute per year of age). Children may take a card to show they've been sent out, to avoid language. Children should (in time) apologise for behaviour and complete any unfinished work. Incident recorded in the behaviour book.
5. Name moved to amber/ red on traffic light system. Requirement / expectations to move down to amber / green explained.
6. Refusal – Member of the Ark or Well-being and Behaviour Mentor / SLT to be involved. If a child needs to be moved they should be escorted by an adult and in accordance with our Guidance on Physical Intervention.
7. Continuing refusal –Well-being and Behaviour Mentor /member of SLT requested to intervene – parents may be informed and may be invited to discuss the situation with the Well-being and Behaviour Mentor /the head teacher.

These steps are designed to be low level, predictable and consistently used (generally without the negative element of punishment) and to promote an understanding of actions and consequences.

On returning to class, children are given a fresh start. Apologies are usually important but are not demanded, and may not happen until later. Staff use an agreed script to help children return successfully, as follows:

*'We have talked about the incident and X would like to come back to class now. It has been agreed that X will (apologise to, have detention, revisit SLT etc)'*

This indicates to the teacher that no discussion is needed at this time and the children should be allowed to return quietly to work. Adults need to ensure the child is able to reintegrate into the lesson, with appropriate explanations of tasks where necessary.

## **Golden Time Points System**

See appendix 1

## **Traffic light system:**

No child is allowed to steal the learning time of another child. If a child goes to amber, but is able to re-focus / calm and go back to green there is no consequence. If he / she goes to red but is able to re-focus / calm and go back to amber / green then they lose 1 point. If they stay on red then they will lose up to 3 points at the teacher's discretion.

This system may be used if a child:

1. Name-calls
2. Behaves inconsiderately
3. Disrupts others learning
4. Has not done enough work

A child will move straight to red if they:

1. Swear
2. Throw
3. Hit
4. Walk out

### **School Discipline: Extreme behaviour**

In some cases class sanctions may need to be omitted. For violent behaviour, belligerently refusing an adult request, leaving the classroom without permission, or stealing, the Well-being and Behaviour Mentor (WBM) / a member of the SLT should be informed. (An adult can call them using the internal call system.)

### **Individual behavioural needs**

Specific programmes may, at times, be set up for individual children. Children with additional needs will work with a TA in accordance with their individual programmes (see provision map / PSP). If children are disruptive in class the Teaching Assistant initially works alongside them to regain co-operation. If disruption of teaching and learning continues the Class Teacher may make the decision to take children out of class. Any individual action must be clear and uncomplicated and discussed and shared with the WBM/ members of SLT and the staff from the Ark, to ensure consistency of response.

In exceptional circumstances physical interventions may be required. This could be in emergencies or as part of an agreed behaviour plan. It is vital for the safety of children and staff that all members of staff fully understand the school policy on this – full details are in the Physical Intervention Guidelines.

### **Detentions:**

An after school detention of 5 minutes per year of age may given for:

- Swearing
- Low-level bullying
- Minor violence (or threats)
- Leaving the classroom without permission
- Continued refusal
- Stealing
- Damaging property
- Following more than 2 15-minute lunchtime detentions within a week (Parents / carers will get a letter or phone call home)

It takes place in / outside the office of the WBM /a member of SLT.

However, after 3 detentions for transgressions other than swearing these actions may lead to an exclusion as this signifies persistent disruptive behaviour. The WBM may meet with parents to discuss the concerns.

For younger children detention might be replaced by loss of playtime.

### **Letter home for swearing**

When children swear in school a letter will be sent home detailing the language used.

### **Internal Exclusion / Isolation:**

Where it is not appropriate for children to go out to play / lunch or to be with their class a child may be placed in an area away from other pupils for a limited period.

*Advice for Head teachers and staff in all schools (DfE, 2014)*

### **Individual Supported Study**

Where appropriate, children who could be excluded may be placed in Individual Supported Study. A separate letter explaining ISS is sent to parents.

See appendix 2 for possible timetable.

### **Exclusion:**

#### **A fixed term exclusion may be incurred if a child:**

1. Is persistently disruptive.
2. Is seriously violent to children or adults, or threatens this.
3. Is repeatedly bullying.
4. Exhibits behaviour causing any Health and Safety concern (this includes deliberate violence towards staff).

In most circumstances an initial fixed term exclusion will be for a period of 1 day. It will increase if the behaviour persists or for more serious actions.

Parents and the LA Inclusions Officer will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. A pastoral support programme will be set up, to run as long as is deemed fit.

## **Procedures for providing children with opportunities to discuss appropriate behaviour:**

When children are calm and quiet a member of staff will talk with them. A problem solving approach is used involving the following steps:

1. 'Tell me what happened.' Unpick the incident.
2. 'Tell me what you should have done.'
3. 'Tell me how we can put this right.' If children are able to provide a solution, the staff member makes the decision about returning to class. **THE AIM IS TO GET CHILDREN BACK TO CLASS AS QUICKLY AS POSSIBLE.**
4. If children do not co-operate with the problem solving, this usually indicates they are not ready to return to class. At this point children are given 3 choices:
  - (i) To go to the Ark
  - (ii) To stay where they are and do work set
  - (iii) To go to the nominated class.

Other strategies include:

- Use of The Ark.
- Conferencing with a senior member of staff / WBM
- A programme of personal social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility (see PSHE policy)
- A clear focus for work on relationships and feelings as part of the PSHE work throughout school
- A programme of religious education which includes ethical issues (see RE policy)
- Circle time – an opportunity for open discussion held in class groups at regular intervals
- The agreement of a set of rules by each class at the beginning of the autumn term.

### **Liaison with Parents:**

Parents will be kept informed about their child's behaviour through conversations with staff, notes, letters and certificates sent home. If it appears that this has to be monitored on a regular basis a 'home/school contact' may be started. The book is written in by the teacher or teaching assistant at the end of each day and sent home. Positives as well as negatives will be conveyed to the parents.

### **Conduct outside of school:**

Under section 90 of the 2006 Education and Inspections Act 2006 teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

**Outside Agencies:**

Any worries about any pupil should be discussed with the Inclusion Manager and team leader. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, Inclusion Manager and team leader, or as the result of discussion at a LIFT meeting. (Local Inclusion Form Meeting, at which support from an outside agency can be requested.) Any outside agency will need information. Therefore teachers/assistants and supervisors need to document evidence of behaviour carefully so that it can be collated when required. This is initially written in the class behaviour book which both class time and play time staff use.

Outside agencies include:

- Specialist Teaching and Learning Service
- Educational Psychologist
- Speech and Language Therapist
- Physiotherapist
- School Health
- Early Help
- Social Services

**Monitoring:**

Teachers will monitor the behaviour of children within their class, both in class and at playtime through the class behaviour books. There is a system for tracking behaviour stickers. The senior leadership team will continually monitor the behaviour throughout the school.

Agreed changes to this policy will be shared, aired and incorporated as necessary.

**Anti-Bullying Policy:****DfE Definition of Bullying:**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways,

it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying can take many forms but four main types are:

- Physical: hitting, kicking, taking belongings
- Verbal: name-calling, insulting, racist, or homophobic remarks
- Indirect: spreading unpleasant stories or excluding someone from social groups.
- Cyber-bullying (see e-safety policy)

### **Our Approach to Addressing Bullying**

Bullying, both verbal and physical, will not be tolerated in this school. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

In our school children have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt.

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two children of equal power and strength fight or quarrel.

#### **Aims:**

- We aim to prevent bullying at Briary Primary School
- We aim to raise children's awareness of bullying behaviour and the school's anti-bullying policy
- We aim to challenge attitudes about bullying behaviour, increase understanding for bullied children and help build an anti-bullying ethos in the school
- We aim to improve the play facilities so that we provide an interesting and stimulating environment for children alongside quiet seating areas that can be easily supervised

#### **Reason for being a victim may be:**

- Race/sex/background/appearance
- New child in school
- Child with family crisis
- Disability/health
- Timid children who may be on the edge or outside a group

Bullies make life miserable for many children.

#### **Reasons for being a bully may be:**

- Victim of violence
- Bullied at home

- Enjoyment of power/creating fear
- Not allowed to show feelings
- Copying behaviour at home or on TV
- Unhappy
- Insecure (coward at heart)
- Self hating

It occurs in children from all backgrounds, cultures, races, sexes, from Nursery to 6th Form and as adults.

**General:**

Boys often bully younger children of both sexes.

**Statements about Bullying:**

- Girls often use verbal abuse and ostracise from peer group – usually to other girls
- Some victims are also bullies
- Some victims are treated as culprits
- Onlookers are condoning bullying and becoming part of bullying

**Early Signs of Distress:**

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrivals
- Bed wetting
- Cry themselves to sleep
- Unexplained cuts, scratches, bruises
- Unexplained missing possessions

**Framework for Anti-Bullying Campaign:**

Prevention is better than cure so at Briary Primary School we will:

- Deal with one off incidents as they occur to prevent them becoming a bullying issue
- Be vigilant for signs of bullying
- Always take reports of bullying seriously and investigate them thoroughly

Children will be encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher and the Ark.

**Each Class Teacher should:**

Use the curriculum to increase children's awareness of bullying and to help them to develop strategies to combat it. Use discussion and role-play to explore issues related to bullying and to give individual children confidence to deal with 'bullying'.

If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions that might be perceived as accusatory or interrogational in style. He or she makes sure each pupil has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the children find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the children can find out whether their solution has been effective or not.

A record must be kept of the incident (date, time, place, names of children involved and their accounts of what happened) in the behaviour book. Older children may be able to write what happened themselves and this can be kept in the book.

Serious incidents must be reported to the headteacher or a member of the senior management team.

Persistent bullies will have a fixed term exclusion imposed and, in very serious cases, will be permanently excluded.

**Duty Staff should:**

- Ensure children are supervised at playtimes and lunchtimes.
- Monitor secluded areas such as toilets, corridors and doorways.
- Observe children's play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- Investigate and record every allegation of bullying.
- Encourage children to use the play equipment and quiet areas around the school.

**Parents:**

Parents of both victim and bully will be informed and staff will undertake to give feedback to parents on the steps taken.

Involvement of parents at an early stage is essential. The family of the bullied child may wish to involve the police in charging the bully with assault. This is their right.

If things have not gone well, the problems will be further analysed with the possibility of outside agency involvement – e.g. behaviour support service. Parents will be kept informed at all stages.

This policy should be seen as part of the school behaviour policy and be reviewed at least annually and in the light of any changing circumstances.

## Appendix 1: Golden Time

### Golden Time Points System

- Children can earn points throughout the day for each session – up to five (2 points before play, 1 point between play and lunch and 2 points in the afternoon)
- If they get to red on the traffic lights, they don't get their point
- They can also earn or lose extra points throughout the day
- Children will still need to get 20 points to get Golden Time and 16 to get half
- Children will still sign up on a weekly basis for an activity of their choice

If children have been absent their points are adjusted to the following in order to take part in golden time on Friday.

- 1 days absence must achieve 16 golden points
- 2 days absence must achieve 12 golden points
- 3 days absence must achieve 8 golden points
- 4 days absence must achieve 4 golden points

Children may be awarded additional points each day by the class teacher. Other staff may recommend to the class teacher giving extra points to children where they have displayed good behaviour.

The child/children with the most points is also awarded 'star of the week' which is also recorded on the weekly sheet. Children with the most points will be given first choice of Golden Time activities.

## Appendix 2.

### Individual Supported Study:

The staff members and location need to be booked in for the whole period **before it begins**. It can be amended in use. The staff member should also give a visible symbol, (tick, dash or dot) in each session to represent good effort, okay or not good enough. Later sessions are blank in this example but they will follow suit unless they are reintegration sessions.

Teachers must brief the mentors on the work before school or send the class TA to do so during the meet and read session.

Re-integration sessions will be escorted by an adult and monitored. For the first two or three such sessions an adult should be with the pupil, and support withdrawn as appropriate.

Individual Supported Study Timetable for

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Day/ Date	0850- 0910 et (usually at receptio n)	0915 Session 1	Brain break/out side play ( not with others)	Session 2	Lunch (not with school)	Session 3	Session 4
	Taken to quiet zone to discuss expectat ions, emotion al set for day etc. Quiet reading	English		Maths		Topic	
	Location	location	location	location	location	location	location
	Staff member	Staff Member	Staff Member	Staff Member	Staff Member	Staff Member	Staff Member
Day Date		English		Maths		Topic	
	Location	location	location	location	location	location	location
	Staff member	Staff Member	Staff Member	Staff Member	Staff Member	Staff Member	Staff Member
Day /date							
	Location	location	location	location	location	location	location
	Staff member	Staff Member	Staff Member	Staff Member	Staff Member	Staff Member	Staff Member

Class teachers are responsible for providing (and arranging explanation of ) the work to be undertaken during the ISS period. They should be aware that the children will do far more work in the time as they are constantly supported and supervised. A class TA will be used for sessions when appropriate.

**Appendix 3**

**Charlie Taylor's behaviour checklists (DfE 2011)**

## **Key principles for headteachers to help improve school behaviour**

### **Policy**

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

### **Leadership**

- Model the behaviour you want to see from your staff.

### **Building**

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

### **Staff**

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

### **Children**

- Praise good behaviour.
- Celebrate successes.

### **Teaching**

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.

### **Individual pupils**

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.

- Put in place suitable support for pupils with behavioural difficulties.

### **Parents**

- Build positive relationships with the parents of pupils with behaviour difficulties.

### **Behaviour checklist for teachers**

#### **Classroom**

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

#### **Pupils**

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

#### **Teaching**

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

#### **Parents**

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.