

BRACKENBURY PRIMARY SCHOOL



BEHAVIOUR POLICY

June 2015

Vision and Aims

January 2015

"At Brackenburg we nurture ambition and develop lifelong learners who have the confidence and skills to be happy and successful in an ever changing world. Our children learn to understand and respect themselves, each other and the wider community."

At Brackenburg we:

- Provide a safe and supportive environment in which children can learn.
- Recognise and celebrate our diversity.
- Provide a place where all children, staff and the wider community feel welcome, respected and valued.
- Promote opportunities for all children and celebrate their achievement.
- Enjoy challenge and value resilience.
- Encourage self-expression, creativity and risk taking.
- Are inclusive and do all we can to overcome barriers to learning.
- Have happy children who enjoy coming to school.

In addition to this policy, Brackenbury School has an Anti-Bullying Policy.

1. OUR PURPOSES IN HAVING A WRITTEN POLICY FOR BEHAVIOUR

- 1.1 Good behaviour is an important aspect of the ethos of Brackenbury and school life in general. We aim for children to develop self-discipline in order that they are able to achieve their full potential at school. Good behaviour will also ensure that the rights of others are respected.
- 1.2 It is every child's right to come to school happy, safe, looking forward to being here and able to work.
- 1.3 It is every teacher's right to be able to teach the lessons they have planned without being distracted from their task by the unacceptable behaviour of any child.
- 1.4 It is the right of all staff and all children to be treated with respect.
- 1.5 Having a clear behaviour policy will guide staff, children and parents and enable everyone to gain the most from Brackenbury School.
- 1.6 Applying our positive approach through a system of Rewards and Sanctions will ensure we have a consistent approach to achieving good behaviour.

2. COMMUNICATION

- 2.1 Good communication between the whole school community is an important part of establishing the levels of behaviour which are acceptable. Staff, children, parents and governors are clear and informed.
- 2.2 Our expectations have been discussed with children, parents, staff and governors and are integral parts of our Vision and Aims and the Home/School Agreement.

3. SYSTEMS TO SUPPORT THE PROMOTION OF GOOD BEHAVIOUR

- 3.1 Every class will display 'Rewards and Sanctions' posters. This gives clear guidance to staff and children.
- 3.2 These approaches encourage the best from children but also make it clear that certain steps will be taken if they do not comply with our expectations.
- 3.3 Good behaviour and effort in class is rewarded with 'red dots' and stickers.
- 3.4 Certificates presented in assembly also underpin the encouragement of effort and good behaviour.
- 3.5 In addition, teachers may operate other reward systems to achieve a positive ethos in the class.
- 3.6 SEAL (Social and Emotional Aspects of Learning) programmes are used to support lessons and assemblies on behaviour.
- 3.7 Positive behaviour and anti-bullying themes are an integral part of our assemblies and contribute to the ethos of the school. Assemblies will contribute to the development of self-esteem and caring for others.
- 3.8 Circle Times are held regularly in all classes. Circle Time is used to address any group or class issues. It is also an excellent tool for bringing groups closer together and raising self-esteem. The subject for the Circle Time might follow a particular theme, which is relevant to the class; an issue that

has been raised through school council or an issue, which the teacher feels is important.

- 3.9 The School Council consists of representative of pupils from each class from Y2 to Y6. The council meets regularly discuss issues raised by staff and pupils. School councillors spend time with their classes to ascertain pupil views on many issues in the school, including behaviour. School councillors also report back on progress that pupils feel is being made within the school.
- 3.10 Prefects – pupils in Year 6 are awarded prefect status based on a letter of application by the pupil and teacher assessment of suitability. Prefects support the maintenance of good behaviour in and around the school. Prefects are good role models for the rest of the school.
- 3.11 Restorative Approaches – this is used as a consistent approach to dealing with behaviour issues between children in school. Staff use an agreed overview to respond to incidents. This whole school approach develops children's empathy and conflict resolution skills through facilitated discussion.
- 3.12 The school has an E-Safety policy which contains specific detail relating to the expected behaviours associated with the use of technology, by pupils and staff.
- 3.13 All adults on school premises will model acceptable behaviours and breaches will be addressed.
- 3.14 SLT keep a log of significant behaviour incidents and analyse trends and patterns.

4. PROCEDURES FOR INSTANCES OF UNACCEPTABLE BEHAVIOUR IN CLASS

- 4.1 If a child misbehaves in class initially the class teacher will deal with it by following the steps on the sanctions poster. If the behaviour does not improve the child may be sent to the Key Stage Leader. Parents may be contacted either by letter or phone and invited to meet the class teacher, if there is concern about behaviour.
- 4.2 If the behaviour persists over a period of time the child is sent to the Deputy Head or the Headteacher. If the behaviour persists, the parent will be invited to speak to a member of the Senior Leadership Team.
- 4.3 Serious incidents and regular referrals to the SLT will be recorded by the SLT and children will be discussed, where appropriate, with the class teacher, the relevant Key Stage Leader, the Learning Mentor and the Inclusion Manager on a regular basis.
- 4.4 It may be appropriate to set up Pastoral Support Programmes to assist the modification of behaviour required. The schools' Learning Mentor, the Pupil Inclusion Development Service, CAMHs and the Educational Psychologist will also be involved as needed. Close contact and good communication between the school and home will be a key to success. Support may also be sought from other external agencies on case by case basis. Support may have to be accessed from other boroughs when a child's home address is out of borough.
- 4.5 A child whose behaviour is causing considerable concern may be referred to the Inclusion Manager. In consultation with staff who work with the child and the parents, a child may be put on the SEN register for issues with behaviour. Strategies will be put in place that are over and above normal

classroom behaviour management. Targets are set and monitored. External support may be required. Close contact and good communication between the school and home will be a key to success.

5. PROCEDURES FOR DEALINGS WITH PLAYGROUND INCIDENTS

- 5.1 If there is a behaviour problem at playtime or lunchtime the members of staff on duty deal with the issue first.
 - 5.1.1 Procedure for staff dealing with playground incidents (using Restorative Approaches)
 - 5.1.1.1 Listen to what the child has to say
 - 5.1.1.2 Speak to other children involved
 - 5.1.1.3 Make a decision as to whether this can be resolved there and then – if so then resolve it.
 - 5.1.1.4 Possible further action could involve the opportunity for each party to air their feelings, timeout from playtime or a circle time on this theme.
- 5.2 When a problem can't be resolved by the member of staff on duty, it is referred immediately to a member of the Leadership Team.
- 5.3 Incidents that have been resolved on the playground but are considered to be of a serious or persistent nature are referred to the Key Stage Leader who will record the incident and decide if further action needs to be taken.
- 5.4 Senior Leadership Team keep class teachers informed of incidents affecting children in their class.
- 5.5 Parents are informed of serious incidents and/or persistent poor behaviour

6. DEALING WITH HARASSMENT AND STEREOTYPING

- 6.1 Negative discrimination, harassment and stereotyping regarding race, gender, religion, learning ability, sexual orientation, social background, physical appearance or physical/mental disability is not tolerated at Brackenbury School.
- 6.2 We aim to create an ethos in school, which celebrate all cultures and ethnic backgrounds. Children are taught not to discriminate against others because of the colour of their skin, culture or religion. Such issues are regularly discussed in class lessons and assemblies.
- 6.3 If a member of staff hears of any racial comment from a child they must speak to that child immediately and explain that it is not acceptable and why. Any incidents are recorded in the classroom behaviour books. In addition any child making a racist remark is referred to the Headteacher, and a brief note of the comment recording the incident. The Headteacher will note this as a racist incident and it will be reported to governors as part of information gathered on a termly basis.
- 6.4 If any member of staff hears another adult making a racist remark he/she should inform the Headteacher immediately.
- 6.5 If it is a parent of or visitor to the school the Headteacher or Deputy Headteacher will hold a meeting with the individual and explain the inappropriateness of such comments. In extreme cases or repeated cases

the Headteacher may take action to ban the individual from the school premises.

- 6.6 If it is a member of school staff the Headteacher or Deputy Headteacher will hold a meeting with the individual and will issue a warning. If there are any further incidents, the Disciplinary Procedure will be followed.

7. EXCLUSIONS

- 7.1 A decision to make a fixed term exclusion is taken in response to a serious breach of school discipline. Following a fixed-term exclusion, the parents/carers of the pupil will attend a meeting with the Head or Deputy Head before the pupil returns to school.
- 7.2 A permanent exclusion is only taken in response to a serious breach of the school's behaviour policy. Permanent exclusion is the final step in a process dealing with disciplinary offences when all other strategies have been tried and proven unsuccessful.
- 7.3 Only the Headteacher and the Deputy Headteacher may exclude a child. He/She informs the parents in writing, a record is made on SIMs and the authority is notified through the Family Support Services.
- 7.4 Exclusions are monitored on a termly basis by the governing body.
- 7.5 DfE guidance is followed for any type of exclusion.
<https://www.gov.uk/government/publications/school-exclusion>

Person Responsible: SLT

BRACKENBURY PRIMARY SCHOOL ANTI-BULLYING STATEMENT

In addition to this statement, Brackenbury School has a more detailed Anti-Bullying Policy.

There is no one definition of bullying but it will include the following acts:

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Other discrimination gender, religion, learning ability, social background, physical appearance or physical/mental disability
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email and all forms of social media misuse
Mobile threats by text messaging and calls, Misuse of associated technology , i.e. camera and video facilities

SCHOOL STATEMENT

Bullying is an unacceptable form of behaviour and will not be tolerated at Brackenbury School. It is the duty of all staff to take seriously any concerns raised either by parents or children and to ensure that where a concern is raised it is acted on.

ACTION

In the first instance it may be appropriate for the class teacher to deal with the complaint as they will be aware of the relationships and behaviour patterns within their class. If the class teacher feels that they need support they should approach, without delay, a member of the Senior Management Team. Aspects of the school Behaviour Policy will also be appropriate to follow both in terms of rewards and sanctions.

If the problem persists, parents will be involved and their support expected. In an extreme situation, the Headteacher may consider exclusion as being the appropriate course of action. However, there are many stages that the school would follow before this would be considered.

WHOLE SCHOOL APPROACH

It is the aim of the school that we create an environment whereby children know that bullying is unacceptable and that it will always be taken seriously both from the point of view of the victim and the perpetrator. It is important that we create an ethos whereby

children feel able to inform staff that they are being bullied and that it will be followed through.

In the class, teachers will use a variety of approaches to encourage positive relationships between pupils, such as "Circle Time", and will follow the behaviour policy to reward the positives. Non-teaching staff will also be a part of the whole school approach to ensure consistency.

In assemblies we discuss bullying and other related issues to encourage children to see the harm that it can do.

We consult the School Council for their views on aspects of bullying and the school's approach to dealing with it.