



Behaviour Policy

Status Statutory

Date Created: June 2019
Last Review: May 2021
Agreed – FGB May 2021
Next Review – May 2022

The law requires schools to have a written behaviour policy. OFSTED reports that schools are most effective where the behaviour policy is applied consistently.

Our behaviour policy helps us to create an environment, which is caring, supportive and secure, in which staff and pupils can work and play safely.

Our behaviour policy is underpinned by the school's Christian vision and associated Christian values. It is fully inclusive, reflecting the school SEN policy and promotes equality of opportunity for all regardless of disability, religion, race or sexual orientation.

Vision and Values

Brookland Church Of England Primary School Vision Statement

'For A Brighter Future'

Following in Jesus' footsteps, we learn to make positive and courageous CHOICES to brighten not only our future but that of others.

'My children, our love should not be just words and talk; it must be true love, which shows itself in action.'

1 John 3:18

At Brookland we expect all within the school community (Pupils, Staff, Parents, Governors and Visitors) to show outstanding behaviour at all times. Our vision for behaviour in our school is rooted in our Christian vision – every choice we make, either individually and/or collectively as a school, is done to ensure that everyone in our school community is able to flourish and enjoy the brightest future, experiencing 'life in all its fullness'. (John 10:10)

Our key values are:

Courage
Humility
Offering
Integrity
Commitment
Empathy
Service

The school has an ethos in which the following principles are respected. Many of these principles will be addressed daily throughout school life in acts of Collective Worship and through the modeling of good social behaviour from all adults and children within the school community.

Our Practice

- 1. Unconditional Positive Regard**
- 2. Consistent Calm Adult Behaviour**
- 3. First Attention to Best Conduct**
- 4. Relentless Routines**
- 5. Scripting Difficult conversations**
- 6. Restorative Follow Up**

Our Rules

At Brookland we have three very simple rules.

Ready, Respectful, Safe

Rewards for positive behaviour

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

Class Dojo awards will also be given for children that go **Above and Beyond**. Although Dojo points can be given more freely in the Early Years as a positive incentive for continued good behaviour.

In our Friday celebration assembly children are also able to receive Star Awards from their teaching assistants and Star of the Week Awards from their class teacher for either exemplary work or behaviour, linked to our three simple rules.

In this assembly we also celebrate the year group with the highest attendance each week and term.

Whilst every effort is made to manage behaviour at this level there are times where redirection will be required to correct inappropriate choices. As a school we have made every effort to simplify this system, whilst following our principles, ensuring fairness, consistency and correct behaviour with the least amount of impact on learning.

Negative Behaviour

When children mis-behave we follow 5 simple steps

	Steps	Actions
1	Reminder	A reminder of the three simple rules (Ready, Respectful, Safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage at the moment.
2	Caution	A clear verbal caution delivered privately , wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, ' Think carefully about your next step. '
3	Last Chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second script intervention. It is worth attaching the 'Stay behind after the lesson' to this step. That five minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	Time Out	Time out may be a short time outside the room in an agreed place. It is a few minutes (and a few minutes only) for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat or more formal meeting. (Restorative Practice) The Reflective Practice Think Sheet can be used at time out or this stage to structure the thought process or conversation.

In more serious incidents or where the behaviour impacts negatively on the learning or the well-being of pupils within the class the member of staff will use their professional judgment and escalate to a more senior member of staff. In the most severe of cases the incident will be referred to the Head teacher or member of Senior Leadership Team who is acting on their behalf, these will be recorded and parents will be contacted.

When negative behaviour occurs, it will be managed using the five steps detailed above. The children are expected to complete a – Reflective Practice Think Sheet – (Appendix 1) They will do this in the five minutes that is owed. These 5 minutes will not be used as a future negotiation on behaviour. It cannot be removed, reduced or substituted.

Staff will complete a ‘Behaviour Incident Monitoring Form’ – (Appendix 2) This will be handed to the headteacher for filing. When establishing the facts in a behaviour incidence, particularly involving exclusion, the school applies the civil standard of proof ‘on the balance of probability’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt’. (DFE Exclusion Guidance September 2017)

All behaviour will be considered within the context of the individual’s situation and reasonable adjustments made, where appropriate. We hope that everyone will learn to understand that the context in which the behaviour occurs is as important as the behaviour itself and that there will be times where sanctions given may need adjustment. Although we hope to treat everyone fairly any sanctions must be considered in line with the duties as outlined in the Disability Discrimination Act 2006 and the schools’ Single Equality Scheme.

How we manage behaviour.

We divide behaviour into four categories

Level 1 – Positive reinforcement of expected behaviour/recognition boards

Level 2 – Behaviour that can be effectively managed within the classroom using the 5 STEP approach (evidenced by Reflective Practice Think Sheet)

Level 3 – Behaviour where the 5 STEP approach has not been successful in resolving and requires further support from senior staff (evidenced by Behaviour Monitoring Form and communication with parents)

Level 4 - Very serious behaviour which requires with Headteacher/Leadership Team.

Sanctions used in school include:

Movement within the class behaviour system

Verbal reminder of rule/reprimand

Students being moved seats or places within a lesson

Removal from a lesson

Reduced playtime

Time out/isolation

Reduced privileges

Being put on report or Pastoral Support Programme

Out of School hours detention. (This would run from 3.15 to 3.45pm) Parents would be informed.

Withdrawal from non-curriculum-based school trips/activities.

Fixed Term Exclusion

Managed Move

Permanent Exclusion

How we manage behaviour

Level 1

Positive Reinforcement of expected behaviour/recognition board

Level 2

Steps	Actions
1 Reminder	A reminder of the three simple rules (Ready, Respectful, Safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage at the moment.
2 Caution	A clear verbal caution delivered privately , wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
3 Last Chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second script intervention. It is worth attaching the 'Stay behind after the lesson' to this step. That five minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4 Time Out Max 5 mins	Time out may be a short time outside the room in an agreed place. It is a few minutes (and a few minutes only) for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5 Repair	This might be a quick chat or more formal meeting. (Restorative Practice) The Reflective Practice Think Sheet can be used at time out or this stage to structure the thought process or conversation.

Level 3

Behaviour where the **5 STEP approach has not been successful** in resolving the behaviour; or behaviour is more serious and cannot be managed easily within the classroom or playground.

This may require the child to miss additional playtime, or lunchtime, or part of a learning session. This may be because the time out and calm down process has taken longer than the 5 minutes given at Step 2.

Script – As it has taken longer than 5 minutes to turn your behaviour around, the choice you have made is to spend (your playtime, lunchtime, rest of the session) in the ...(intervention room, the office).
The consequence for this is not only missed time but we will also contact your parents.

Level 4

Very serious behaviour that requires the intervention of the senior leadership team or the Headteacher.

This may result in children being removed for a fixed duration.

At this point parents will always be contacted and invited to a meeting to discuss future behaviour.

The school will consider how the available resources are used to best support the child.

It is always the intention to resolve the situation as quickly as possible.

At level 3 parents will be contacted – this will be noted on – The behaviour Monitoring form in Appendix 3

For children where there is persistent behaviour at this level, the management of behaviour may be adapted and children who display extremes of behaviour will also have a risk assessment conducted. Children may be placed on internal exclusion until such time that they are ready to re-enter the classroom.

There are a number of school-based strategies and intervention programmes for behaviour and well-being. The option of Play Therapy may be offered, in addition, if appropriate. Additionally, outside agencies (eg - Early Help, Social Services, CAMHS) may become involved. The school works very closely with the Specialist Teaching and Learning Service. This team can offer a variety of support, both school-based and off site.

To prevent exclusion a PSP plan (Pastoral Support Programme) will be developed by the Headteacher/Leadership team. If this proves to be unsuccessful the school will consider short term exclusions/managed moves. In the worst incidences longer term exclusion or alternative education provision will be considered.

Serious incidents leading to isolation and exclusion.

The following behaviour will not be tolerated in the school, as it seriously undermines our values and principles, breaches the health and safety policy and puts the learning and safety of others at risk. Most importantly it has a detrimental impact on the well-being and mental health of both pupils and staff. Moreover, it is likely to lead to isolation and/or exclusion:

- behaviour that puts others at risk of danger, including bringing into school inappropriate items as detailed in the section below
- verbal abuse of staff and pupils
- arguing or defying members of staff;
- persistent bullying, racism or homophobia, threatening behaviour;
- persistent disruption or defiant behaviour, which disrupts the learning of others and where students have been offered advice and support to amend their behaviour and have refused to do so;
- vandalism;
- theft.

There are incidents for which permanent exclusion may be appropriate. These are taken from DfE guidance and include, for example:

- serious actual or threatened violence against another student or member of staff;
- sexual abuse or assault;
- supplying an illegal drug or carrying an offensive weapon;
- undermining the ethos of the school through persistent failure to comply with school rules and regulations;
- as a final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success.

Exclusions and Managed Moves:

Any exclusions or managed moves will be made in line with the Kent guidelines, In Year Fair Access and the Local Authority's Managed Moves Principles.

Recording

All staff will take responsibility for ensuring that all incidences of unacceptable behaviour are recorded using the appropriate forms.

Support for those who misbehave

Children who misbehave will be given the opportunity to reflect on their behaviour through:

- Time out
- Discussion
- Completion of written reflection (Think Sheet and Blue Form), which enables them how to record how they would respond in a similar situation in the future with positive outcomes.
- Scales of Justice
- Children may discuss and sign a mediation agreement, which will be reviewed fortnightly.
- Children who misbehave will be discussed at staff meetings and teaching assistant meetings to ensure a unified whole school approach.

Time out

The purpose of time out is to allow the children time to calm down and think rationally about the way they have behaved and how this has affected others. The children will always be placed in an area where other children cannot aggravate them. Whilst in the time out area they may have help to reflect on what has happened and how this can be avoided in future.

Liaison with Parents:

Parents will be kept informed about their child's behaviour. Once behaviour reaches Level 3, parents will be informed using the Behaviour Notice. Parents are asked to acknowledge receipt by signing the notice and returning it to school. In some incidences, parents will be contacted if the events are deemed serious enough or a pattern of regularity develops. If it appears that this behaviour has to be monitored on a regular basis, strategies will be instigated and these will be shared with parents and children at the time. This communication can help the school to identify 'triggers' for inappropriate behaviour or at least understand the context in which the behaviour is happening. In more severe cases a report card or Pastoral Support Plan (PSP) will be implemented. This helps to establish targets between the family, school and the individual. In more severe cases Parenting Contracts or Parenting Orders may be considered.

Outside Agencies:

Any worries about any pupil should be discussed, in the first instance, with the class teacher. The class teacher will refer to the Special Needs Co coordinator (SENCO), Senior Management. The school may refer the child, with parental permission, to LIFT. (Local Inclusion Forum Team) This meeting includes a variety of education based professionals that can offer advice, support or undertake a specific programme to support the development of behaviour. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and Head teacher, or as the result of discussion at a school based review, which takes place termly. Any outside agency will need information. Therefore, teachers need to document evidence of behaviour carefully so that it can be collated when required. Parents written permission is required before any child can be referred for external agency support.

Monitoring:

In light of this policy the Leadership Team will continually monitor the behaviour throughout the school.

After twelve months the effects of this policy will be evaluated.

Agreed changes to this policy will then be incorporated as necessary.

Appendix 1

Reflective Practice Think Sheet

Children involved -

Completed by _____ on _____
1 - What happened?

 wasn't following instructions	 talking	 wasn't on task	 was disrespectful/silly	 had a negative attitude	 distracted others	 wasn't ready/late	 made a mess
 was dangerous	 bullying	 was aggressive	 was violent	 damaged property	 persistent negative	 was inappropriate	 other (specify)

2 - What were you thinking / feeling at the time?

 bored / impatient	 silly / giddy	 angry	 frustrated	 sad	 confused	 troubled / a lot on my mind	 embarrassed
 guilty	 tired	 anxious	 stressed	 jealous	 hungry	 scared	 other (specify)

3 - What did you need or want?

 fun / humour entertainment/ friendship	 more to do/ a challenge	 freedom / choice	 to be listened to and understood	 respect	 justice/ fairness/ equality	 help/ support	 consistency/ stability
 self-expression	 physical wellbeing food/water/ safety	 cooperation/ consideration	 rest/ sleep/ a break / space	 peace / quiet / focus	 ease / harmony / comfort	 order / control	 other (specify)

4 - Who has been affected by what has happened? In what way?

5 - What do you think other people might have needed (teachers/class etc...)

							
fun / humour entertainment/ friendship	more to do/ a challenge	freedom / choice	to be listened to and understood	respect	justice/ fairness/ equality	help/ support	consistency/ stability
							
self-expression	physical wellbeing food/water/ safety	cooperation/ consideration	rest/ sleep/ a break / space	peace / quiet / focus	ease / harmony / comfort	order / control	other (specify)

















6 - How might they be feeling / thinking after what happened?

							
bored / impatient	silly / giddy	angry	frustrated	sad	confused	troubled / a lot on my mind	embarrassed
							
guilty	tired	anxious	stressed	jealous	hungry	scared	other (specify)

7 - What do you think you need to do to make things right?

8 - What have you learnt? How will you do things differently next time?

Behaviour Monitoring Form

Pupil Name -			Year Group -				
Pupils/Staff Affected -							
Date of Incident:		Time:		Location: Classroom / Corridors / Playground / Hall / Field			
What happened?							
 wasn't following instructions	 talking	 wasn't on task	 was disrespectful/silly	 had a negative attitude	 distracted others	 wasn't ready/late	 made a mess
 was dangerous	 bullying	 was aggressive	 was violent	 damaged property	 persistent negative	 was inappropriate	 other
Additional Details (continue overleaf)							
Strategies Used		Reminder		Ready, Respectful, Safe			
All Given Privately		Caution		Think Carefully about your next step			
		Last Chance		Positive Choice, 30 Second Script, 5 minutes is owed			
		Time Out		Reflective Practice Think Sheet Completed during time out by child			
		Restorative Conversation		Reflective Practice Think Sheet Discussed			
Completed By -							
Reflective Practice Think Sheet Completed				Yes	No		
Time taken to resolution -							
Escalation	Class Teacher		SEN Co		Headteacher		
Resolution/Sanction							
Contact with Parents	Yes	No	Phone call	DoJo/E Mail	Meeting		
Date of Contact							
Follow Up Strategies to prevent repeat incidences - (intervention, on going monitoring)							
Signature			Date form completed				

The 30 Second Script

I notice that you are... (having trouble getting started/struggling to get going/ wandering around the classroom flossing)

It was the rule about... (lining up/staying on task/bringing military hardware into school) **that you broke.**

You have chosen to... (move to the back/catch up at lunchtime/speak to the man from Scotland Yard).

Do you remember last week when you...(arrived on time every day/got that Dojo point/received the Nobel Prize)?

That is who I need to see today...

Thank you for listening. (Then give the child 'take up' time)

The 30 Second Script

I notice that you are... (having trouble getting started/struggling to get going/ wandering around the classroom flossing)

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Do you remember last week when you...(arrived on time every day/got that Dojo point /received the Nobel Prize)?

That is who I need to see today...

Thank you for listening. (Then give the child 'take up' time)

Appendix 4

Behaviour and Discipline in Schools (January 2016)

Discipline in Schools – Teachers’ Powers

Key Points (as set out in the publication – Behaviour and Discipline in Schools January 2016.)

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

Pupils conduct outside the school gates

What the law allows:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”.
- Maintained schools behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Teachers may discipline pupils for misbehavior when the pupil is:

- taking part in any school-organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

or misbehavior at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Detention

What the law allows:

- 1) Teachers have a power to issue detention to pupils (aged under 18).
- 2) Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
- 3) The time outside normal school hours when detention can be given (the ‘permitted day of detention’) include:
 - any school day where the pupil does not have permission to be absent;
 - weekends - except the weekend preceding or following the half term break; and

- non-teaching days—usually referred to as ‘training days’, ‘INSET days’ or ‘non- contact days.’

The headteacher can decide which members of staff can put pupils in detention.

- For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Searching Pupils and confiscation of inappropriate items

What the law allows:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
 - Where items are confiscated, they will be held in the school office and should be collected by a person with parental responsibility at the end of the school day.
- 2) Power to search without consent for “prohibited items” including:
 - knives and weapons; alcohol; illegal drugs; stolen items; tobacco; fireworks, pornographic material; any article that has or is likely to be used to commit an offence, cause personal injury or damage to property and any item banned by the school rules which has been identified in the rules as an item which may be searched for
 - **Weapons, knives and extreme/child pornography will be handed to the police.** Other items will be returned to the parent.

Use of Reasonable Force:

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The 12 Point Plan

1	<p>A positive verbal reminder of expected behaviour Use of Praise and reward to model good behaviour</p>
2	<p>Behaviour Management by Staff Member</p> <ul style="list-style-type: none"> - Appropriate sanction within school behaviour policy - Follow up and apology to initial member of staff <p><i>Recorded on Behaviour Incident sheet</i></p>
3	<p>Behaviour Management by Senior Leadership</p> <ul style="list-style-type: none"> - appropriate sanction within school behaviour policy - Follow up and apology to initial member of staff - Possible follow up with parent <p><i>Recorded on Behaviour Incident sheet – Parent Contacted</i></p>
4	<p>Behaviour Management by Headteacher</p> <ul style="list-style-type: none"> - appropriate sanction within school behaviour policy - Follow up and apology to initial member of staff - Phone call/meeting with parent explaining behaviour and consequences <p><i>Recorded on Behaviour Incident sheet - Parent Contacted</i></p>
5	<p>Behaviour Management at whole school level (1)</p> <ul style="list-style-type: none"> - SEN Co/Parental involvement - Outside Agencies - Risk Assessment Completed - High Needs Funding and Additional Support Considered <p><i>Recorded on Behaviour Incident sheet</i> <i>Possible use of individual management system.</i></p>
6	<p>Behaviour Management at whole school level (2)</p> <ul style="list-style-type: none"> - letter detailing expectation and parental support - Short term adaption of curriculum/play time - Time out facility <p><i>Recorded on Behaviour Incident sheet / Possible use of individual management system.</i></p>
7	<p>Behaviour Management at whole school level (3)</p> <ul style="list-style-type: none"> - In school exclusion from curriculum/playtime/detention - Continued outside agency intervention <p><i>Recorded on Behaviour Incident sheet / Possible use of individual management system.</i></p>
8	<p>Pastoral Support Programme</p> <ul style="list-style-type: none"> - Conversation with parents/carers to establish that this is the last strategic measure to prevent permanent exclusion or removal to another school as part of a Managed Move. - Written Plan, reviewed on regular basis over 16 weeks by SEN Co/HT.
9	<p>Fixed Term Exclusion – up to 3 days for</p> <p>- Verbal abuse of a particularly offensive nature; physical abuse; damage to property; indecent behaviour; theft; violence; discrimination intended to offend; persistent disruptive behaviour; inciting violence.</p>
10	<p>Fixed Term Exclusion – up to 5 days for</p> <p>- violent behaviour which brings the school into disrepute; theft of significant value; possession of a weapon or illegal substance; repeated theft; arson; unacceptable ongoing behaviour for which all other sanctions have failed.</p>
11	<p>Managed Move</p> <p>- Via In Year Fair Access Protocols/LA Managed Move Protocols</p>
12	<p>Alternative Provision/Permanent Exclusion</p>