



Governor review September 2021

Staff review September 2022

Brookland Junior School Behaviour Management Policy

“The children’s behaviour is excellent and the team saw high levels of social awareness and appropriate interaction in lessons, around school and in the playground. Children treat each other and adults with respect, were keen to learn and were used to working in a variety of social settings.” LA Review of Brookland Junior School

Rationale:

Essential to this policy is our belief that we must continue to build on the traditions and unique character of this school – its warm and friendly atmosphere that is supported by the enthusiasm and commitment of the whole community.

The emphasis of this policy is on raising achievement through a reward system so that all children are motivated to do their best and behave appropriately at all times. Through this positive system and through clear sanction steps, children are encouraged to recognise that they are responsible for their own actions and that their actions have consequences for themselves and others, both of a positive and negative nature.

Aims:

- 1) To support the school’s aims and enable all children to learn and develop as effectively as possible.**
- 2) To promote positive behaviour and enable the creation of an emotionally supportive and physically safe environment where the achievements of all children are celebrated.**
- 3) To encourage our children to take responsibility for their own actions.**
- 4) To be understood by all members of the school community and be implemented consistently.
- 5) To ensure clear and specific rewards, sanctions, routines, structures and expectations are in place.
- 6) To minimise incidents of bullying including peer on peer abuse and help ensure that any incident is dealt with effectively.
- 7) To support children’s development of social skills and citizenship.
- 8) To support pupils mental wellbeing.
- 9) To support staff in teaching and managing children with more serious behaviour difficulties.
- 10) To work in partnership with parents and families to encourage the expected behaviour at the school.

Principles:

All adults working in the school are responsible for promoting a positive, supportive, calm and purposeful environment.

- The policy will be reviewed regularly with staff, children, parents and governors.
- All duties and procedures are followed with due regard given to the school’s Safeguarding, Anti-bullying, Equal Opportunities, Child Protection, Health and Safety, SMSC, SEN, Home/Online Safety agreement policies.
- The policy will be highlighted for staff, children and parents each year and will form the focus of assemblies and PHSE. We teach and expect tolerance and respect particularly toward different backgrounds or needs.
- Any incidences of bullying are rare and dealt with seriously in accordance with the Anti-bullying policy.
- All Brookland children, staff and visitors are required to follow this policy consistently.



Brookland Junior School Behaviour Management Policy

Expectations

- 1) **Children are expected to behave appropriately at all times. Good behaviour is encouraged, recognised and rewarded. All adults praise children working hard and behaving appropriately. Children are expected to follow the Golden Rules, as described below:**

Brookland Junior School Golden Rules

- 1) WE ARE GENTLE
We don't hurt others
- 2) WE ARE KIND, CARING AND HELPFUL
We don't hurt anybody's feelings
- 3) WE LISTEN AND RESPOND POLITELY TO ALL ADULTS AND CHILDREN
We don't interrupt
- 4) WE ARE HONEST
We don't cover up the truth
- 5) WE WORK HARD
We don't waste our or other people's time
- 6) WE CARE FOR OUR SCHOOL AND EVERYTHING IN IT
We don't damage or waste things

In addition:

- We walk around our school sensibly
 - We are quiet in our assembly and dining halls
 - We keep our school tidy
- 2) The Golden Rules are used as a basis for assemblies, displays, discussion in class and at home and are displayed in each classroom.
 - 3) Clear expectations of what constitutes good or unacceptable behaviour are agreed within the whole school community. New members of staff will have this policy explained to them. Supply teachers will be informed of the Golden Rules, rewards and sanctions.
 - 4) It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
 - 5) Child-on-child abuse is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - sexual violence including an online element which facilitates, threatens and/or encourages sexual violence)



Brookland Junior School Behaviour Management Policy

- 6) Children not behaving appropriately should always be reminded of expectations and responsibilities in positive ways as far as is possible, such as praising the behaviour of another child who is behaving well.
- 7) Children need to be reminded what the expected behaviour is and what Golden Rule they have broken. Understanding personal responsibility, making choices and recognising consequences are important parts of a child's learning. When a child has behaved inappropriately, it needs to be underlined that it was his/her choice to do this.
- 8) Children should always be given the opportunity to explain their words or actions if at all possible.
- 9) If a child repeatedly displays unacceptable behaviour, a consistent system of agreed sanctions is used, as described below.
- 10) If a child consistently has difficulty behaving appropriately the SENCO, or other senior member of staff, is consulted and procedures followed in accordance with the Code of Practice. Guidance for further appropriate strategies is also given in staff guidelines.
- 11) Parents are partners in their children's education and will be invited to discuss any concerns about the behaviour of their child and to support the school's actions.
- 12) The school takes all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence seriously. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.
- 13) When a staff member witnesses bad behaviour or bullying off the school premises, the parents will be informed in the first instance and the child disciplined in accordance with the sanctions below or in line with the Anti-bullying policy.
- 14) If an online behaviour is effecting the learning and enjoyment of the school day for other pupils or reflects negatively on the school then parental engagement will be sought and sanctions applied.(see online safety policy) Safeguarding concerns will always take priority online and be addressed by a member of the safeguarding team.
- 15) Appropriate behaviour is particularly important when children are on school visits, representing the school in sporting events or walking to and from school.

Rewards

We adopt a positive approach at Brookland Junior school. Rewards are used to promote and celebrate good behaviour.

- 1) 20 Golden Minutes are given to every child each week
- 2) Merit Points
- 3) Marble in the Jar
- 4) Gold Star Book
- 5) Other class based rewards at the discretion of the class teacher.
- 6) Whole school behaviour project rewards e.g. stickers, raffles, whole class rewards

When a behaviour incident occurs



Brookland Junior School Behaviour Management Policy

When poor behaviour is identified or a behaviour incident occurs, staff will review it to understand the wider context, consider any indications of other needs in line with our CP policy and review any part they may have had in the incident. In consultation with senior leadership behaviour may then be monitored at class level in a log, in the reflection room log or CPOMs. The logs are used to inform and support interventions needed for individual pupils or groups of pupils and or focus projects for particular groups, classes or throughout the whole school. The school will seek to work with the parents/family of pupils displaying negative behaviour patterns.

Measures to promote self- discipline

The zones of regulation should be referred to so the child can use the strategies to regulate their own behaviour.

Peer mediation is available to the children at lunchtimes. It is carried out by trained Y5/6 children, who have access to a named adult's support if needed. PHSE, circle time and P4C (Philosophy for Children) are used in class to support the understanding of expected behaviour, responsibilities and positive relationships with others. Responsibilities given to pupils include: prefects, peer mediators, school council, buddies, classroom monitors and the whole school meeting.

Any **sanctions** should be implemented consistently and fairly in line with the behaviour policy. Sanctions can include in ascending order:

- A verbal reprimand/warning
- Verbal apology
- Loss of one or more Golden Minutes
- Extra work or repeating unsatisfactory work until it meets the required standard including missing or incomplete homework (see homework policy).
- Confiscation of inappropriate property which can then be collected at an agreed time.
- Completing reflective incident forms.
- The setting of written tasks as punishments including writing apologies and lines.
- Missing a part or all of a break time
- Reflection room (half an hour during lunch time)
- School based community service or imposition of a task e.g. picking litter, helping clear the dining hall after lunch, removing graffiti.
- Regular reporting to a named staff member and parent
- Loss of privileges. To be temporary, proportionate and reasonable for the behaviour and decided on a case by case basis. Agreed and reviewed in consultation with the class teacher and senior leadership team. (e.g. representing the school in sporting events/shows/concerts; participation in clubs; attendance at discos and parties; attendance at mini market or other events; participation in marble jars treats or other class events; participation on school trips; loss of responsibility roles – prefects, peer mediator, school council)
- Time in another classroom (when a pupil must work away from their class for a fixed amount of time e.g. in a different classroom)
- In more extreme cases the school may use temporary or permanent exclusion from school.



Governor review September 2021

Staff review September 2022

Brookland Junior School Behaviour Management Policy

All paid adults have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction.

The sequence in the majority of cases will be:

- 1) Warning and reminder of expected behaviour
- 2) Lose Golden Minute/s
- 3) Time out in class (moved to a different position in the classroom)
- 4) Loss of part or all of break
- 4) Time out in another class
- 5) Reflection room (lunch time reflection on behaviour choices and making amends)

Play and lunch time

Staff supervising the playground at break time are teachers and teaching assistants. At lunch time the playground is supervised by meal time supervisors and teaching assistants. A member of SLT is also present and available during the lunchbreak to ensure smooth systems are in place and to support staff on the playground. Incidents are reported to the class teacher and more serious incidents in the playground are referred and followed up by senior staff at the time of reporting.

Behaviour on school visits or at sporting events

Appropriate behaviour is particularly important when children are representing their school in public and to ensure safety of all pupils and staff on educational visits. Please see EVC policy and specific risk assessments for further guidance.

Children with particular needs

Children with particular needs may have an additional programme of guidance and strategies.

All staff, including meal time supervisors, will be aware of children with particular behavioural difficulties and the strategies in place to support them. If a child is giving cause for concern, the SENCO is approached and the difficulties of a particular child are discussed. Additional advice may be sought from outside professional agencies to meet individual needs.

Positive Handling

The education act 1996 allows all teachers the use of positive handling techniques using reasonable force to prevent a pupil from

- 1) Committing a criminal offence
- 2) Injuring themselves or others
- 3) Damaging property
- 4) Acting in a way that is counter to maintaining good order and discipline at the school.

Staff other than teachers and volunteer helpers are also able to use positive handling techniques if necessary, provided they have been authorised by the head teacher to have control or charge of pupils. Adults with such authorisation include teaching assistants, welfare officers, those accompanying pupils on visits etc. The head teacher will keep an up to date list of authorised people and may provide training or guidance to ensure that everyone is clear on the policy. Specific skills training will be provided at regular intervals.



Governor review September 2021

Staff review September 2022

Brookland Junior School Behaviour Management Policy

Detailed records are kept of any incident/s where force is used. These are reported and filed with the Head Teacher. Parents are always informed and asked to discuss the incident and steps forward.

Records of incidents include the following information:

- The name (s) of the pupil(s) involved
- When and where the incident took place
- Why the use of force was deemed necessary
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force, and the nature of the force used
- The pupil's response
- The outcome of the incident
- A description of any injuries suffered by the pupils or others and/or any property damaged during the incident.

What is reasonable force?

There is no legal definition of reasonable force so it is not possible to set out comprehensively when it is reasonable to use force or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case as well as the age of the pupil.

There are two relevant considerations:

1. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it; therefore physical force could not be justified to prevent a pupil from committing a minor misdemeanour or in a situation that clearly could be resolved without force.
2. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

(See also: Staff Behaviour guidelines and Children's Code of Conduct)

Role of the governing body

The determination of the standards of behaviour and appropriate rewards and sanctions are set by the Headteacher and governors taking into account of the views of staff, parents and pupils. This includes sanctions against children who have made malicious allegations against staff as well as pastoral support for staff in such a case.

The pupil discipline committee of the governing body and the appeals committee have specific responsibility where the school makes use of exclusion from school. The oversight of behaviour policy and outcomes falls under the remit of the safeguarding committee.

Reporting of significant incidents

The number of serious behaviour incidents, use of internal exclusion, external exclusion, racist or prejudice based incidents plus allegations against staff are reported termly to the governing body.



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Brookland Junior School Behaviour Management Policy

This policy is in line with statutory procedure and DFE guidance including: Education Act 1996, School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006, School Information (England) Regulations 2008, Equality Act 2010, The Education (Independent School Standards) (England) Regulations 2010, Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012, The Education (Independent School Standards) (England) Regulations 2012, The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Refer to: DFE Behaviour and discipline in schools – Advice for headteachers and school staff Jan 2016