



BRACKENWOOD JUNIOR SCHOOL BEHAVIOUR POLICY 2020

OBJECTIVES

- * Promote and maintain high standards of behaviour from all children at all times.
- * Develop tolerance for and understanding of the rights, views and property of others
- * Develop responsible and co-operative attitudes towards work, each other and their roles in society
- * Provide the best possible opportunity for children to achieve their potential in terms of self esteem, academic achievement, aesthetic appreciation and spiritual awareness
- * Take a pride and interest in caring for each other, making a positive contribution to the ethos of the school and being part of a team.

OVERVIEW

This policy has been written for the staff, pupils, parents and governors of Brackenwood Junior School. It is expected that staff and children will adhere to this policy in order to ensure that high standards of behaviour are achieved throughout the school at all times. At Brackenwood Junior School, we believe that outstanding behaviour underpins and facilitates good progress and high standards of achievement. We believe teaching staff, non-teaching staff, governors and parents can influence either directly or indirectly the behaviour of pupils. For this policy to be effective it needs to be consistently applied throughout the school by all staff and supported by parents and governors.

PRINCIPLES

Every child has the right to learn and to feel safe in school and no child has the right to disrupt the learning of others. The school wishes to create a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. We will strive to establish an ethos of respect where everybody is valued, as this is an essential prerequisite for learning. It depends upon compliant children, trusting relationships and a process of co-operative team work, and the school welcomes and encourages the involvement of the LA, governors, parents and others in the community throughout this process. All members of the school community will work towards the objectives in this policy by:

- * esteeming children and adults as individuals and respecting their rights, values and beliefs
- * fostering and promoting good relationships and a sense of belonging to the school community
- * providing a well ordered environment in which all are fully aware of behavioural expectations
- * offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- * encouraging, praising and positively reinforcing good relationships, behaviours and work
- * rejecting all conduct involving bullying, harassment and non-compliance
- * helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- * caring for, and taking a pride in, the physical environment of the school
- * working as a team, supporting and encouraging one another.

STRATEGIES FOR PROMOTING GOOD BEHAVIOUR

The school will employ a variety of strategies in order to ensure high standards of behaviour are promoted at all times. The school will:

- * operate a whole-school Sanctions and Rewards system consistently in all classrooms and with all staff
- * monitor the behaviour of children in classes as part of lesson observations, drop-ins and learning walks
- * keep detailed records of any behaviour related incidents arising.
- * monitor records on a termly basis to identify patterns or trends
- * provide professional development for staff wherever necessary
- * ensure staff act as good role models all the time
- * maintain close contact with parents whenever behavioural issues arise
- * issue home-school agreements annually
- * use parental consultations (twice each year) to keep parents informed of their child's behaviour
- * involve parents wherever possible in the life of the school in order to build and maintain effective relationships

- * deliver a curriculum which promotes good behaviour through PSCE, Philosophy for Children and SEAL programmes of study.
- * deliver a curriculum which promotes the skills that children need to develop such as collaborative learning and listening skills.
- * deliver a curriculum which engages and interests children
- * promote and display a clear set of school rules which are shared with the children at the beginning of each academic year and which are referred to consistently to remind children about expectations of behaviour.
- * remind children frequently about expectations regarding behaviour
- * ensure children are supervised at all times of the day.

STRATEGIES FOR ADDRESSING UNWELCOME BEHAVIOUR

In order to address unwelcome behaviour, the school will employ a range of strategies. The school will:

- * remind children of the school rules whenever necessary
- * issue warnings to children if an instruction has been ignored
- * issue timeout sanctions to children if repeated warnings have been issued,
- * remove some or all of Golden Time for that week.
- * withdraw additional favoured activities or privileges
- * take steps to reduce the risk of repeated occurrences, for example, removing the child from the situation or keeping a child away from the playground for a period of days or longer
- * involve parents in meetings and discussions.
- * write individual behaviour plans.
- * use external services such as behaviour support and educational psychologists
- * provide support for children who misbehave and for their families.
- * exercise the right to exclude children from school during lunch-time, for a fixed period, or permanently for serious breaches, consistently disruptive behaviour.
- * issue clear guidelines on responding to behavioural issues which have been developed by, and have the full commitment of, all teaching and non-teaching staff.
- * supervise pupils at all times around school and on the playground.
- * respond rapidly and stringently to incidents of bullying and racial or sexual harassment.
- * keep records of all incidents arising and monitor these on a termly basis.

For further information, please refer to the *Anti-Bullying Policy* and to *Procedures for Issuing Sanctions and Rewards*.

RESPONSIBILITY OF STAKEHOLDERS

Headteacher and Leadership Team:

- * taking a lead in the establishment of a positive school ethos
- * taking responsibility for devising and implementing a Sanctions and Rewards System which is effective in its influence upon pupils' behaviour and motivation, and is reviewed annually
- * monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- * recording and monitoring attendance and punctuality and responding firmly when either is poor
- * devising systems for recording and monitoring all incidents related to behaviour including formal recording and reporting of incidents of serious misconduct
- * taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly repaired
- * communicating effectively with parents where the behaviour of individual pupils has escalated or threatens to escalate.
- * ensuring the school has regard to the safeguarding of pupils when evaluating issues of poor behaviour.
- * ensuring the school has regard to pupils with special educational needs who may have additional barriers to learning that need to be overcome with additional support.

Class Teachers:

School staff should encourage respect and promote positive behaviour in a consistent way; they have a right to safe working conditions, appropriate professional development and support with behaviour. Class teachers are responsible for:

- * following the whole school behaviour policy at all times to ensure consistency of approach across the school
- * keeping behaviour logs up to date and ensuring details of all incidents are recorded

- * providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- * recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- * acknowledging children's achievements in a positive way through the responses made either verbally or in written comments when work is marked or assessed. (see Marking Policy)
- * enabling children to take increasing responsibility for their own learning and conduct
- * ensuring that learning is progressive and continuous
- * Working closely with parents – informing both of good behaviour and unacceptable behaviour
- * being good role models - punctual, well prepared and organised
- * taking quick, firm action to prevent one child inhibiting another's progress
- * providing opportunities for children to discuss appropriate behaviour
- * working collaboratively to promote common values operating within a way that is conducive to the ethos of the school.
- * keeping senior leaders informed in situations where an individual pupil's behaviour threatens to escalate

Parents:

The school wishes to work closely with parents to ensure high standards of behaviour. Parents can play an important role in this process by:

- * accepting responsibility for the conduct of their children at all time.
- * ensuring that children attend school punctually and in good health.
- * providing letters or phone calls to explain all absences
- * supporting the school in the way matters of discipline are handled and resolved
- * being realistic about their children's abilities and offering encouragement and praise
- * attending meetings and participating in discussions concerning their child's behaviour, progress and attainment
- * ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- * taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- * allowing children to take increasing personal and social responsibility as they progress throughout the school

Governors:

The governors will support the Headteacher and the staff with the implementation of this policy. They will ensure the policy is reviewed every two years.

OUTCOMES (Core Purpose)

Brackenwood Junior School aims to provide every child with rich and relevant learning opportunities through high quality teaching and through a curriculum that promotes breadth, balance, creativity, collaboration and enterprise. We are committed to meeting the individual needs of all pupils in a safe, exciting and stimulating environment. We respect and value the ideas that all children have, and believe that every child has much to offer their school and wider community. We actively promote "Learning for Life" as our school motto, and find many opportunities for children to invest in themselves as citizens of the future. We seek to develop children socially and morally, and to extend their spiritual and cultural understanding beyond their immediate experience. In so doing, we hope all children adopt safe and healthy lifestyles, develop resilience and confidence, value and respect others and are given the best possible chance to go on and achieve their hopes and ambitions.

Adopted by the Full Governing Body.

..... Chair of Governors Date

.....Headteacher Date

Appendix: Sanctions and Rewards

The school operates a whole-school behaviour system of rewards and sanctions, as follows.

It's Great to Stay Green

Each classroom contains a display which consists of...

- * A Traffic Light,
- * "It's Great to Stay Green" guidelines,
- * Small name cards for each child (Literacy and Maths groups)
- * An updated Golden Child list
- * Golden Ticket tally
- * Team Point boards

Misbehaviour During Lessons:

Children begin every lesson on "GREEN"

If they choose to misbehave or disrupt the lesson, the teacher will give them a verbal warning.

If the child receives a second warning, the teacher asks the child to move their name from "GREEN" to "AMBER".

The child is removed from the Golden Child list.

If the child receives a third warning, the teacher will ask them to move their name from "AMBER" to "RED".

If a child enters the RED zone of the traffic light, they will need to miss some of their lunchtime.

Any child who continues to misbehave during the same lesson is then to be accompanied to a neighbouring classroom for the remainder of the lesson. The head or deputy should be informed at the earliest opportunity.

Any child who receives two or more detentions in one week will miss some or all of their Golden Time for that week.

Misbehaviour During Assembly

The expectation is that children are silent and well-behaved during assembly and this should be enforced by the teacher in charge. The three warning system should be used in assembly in the same way that it is used in lessons and children should be issued with detentions in the same way. A Y6 prefect will assist in passing on information to the member of staff on missed-break duty.

Misbehaviour During Break-time and Lunch-time

Small incidents at break and lunch should be dealt with quickly and immediately and many may not necessarily result in further action being taken. Where incidents are more serious, the class-teacher should be informed at the end of the break-time concerned or sooner if deemed necessary (see below). Matters of urgency must be brought to the attention of the Headteacher, Deputy Headteacher or a member of the SLT.

Serious Incidents

The school will not tolerate any child being hurt deliberately (physically or verbally), any behaviour which puts themselves or others at risk or any behaviour which damages or threatens to damage school or personal property. Class teachers should ensure that all serious incidents are fully resolved where possible, and details recorded. Teachers should also consider informing parents or senior members of staff. Where issues are not fully resolved, a senior member of staff must be informed. Details of any incident which seems to be or could later be construed as bullying **must** be recorded.

Behaviour Logs

Each teacher should keep a behaviour log. They should use it to record details of red cards given to children during lessons, and to record details of incidents (especially those which are more serious in nature) that occur on a day to day basis. Teachers must keep in mind that any details of more serious issues may be requested at a later date, and should be clear to read and understand. Each class behaviour log should be accessible for all staff that teach that class. All entries in the log should be signed.

Missed Breaks

The **Missed Break Classroom** is 4T. Children must report promptly at 12.15. The teacher will record names of all children missing break-time and sign their cards. Children return signed cards to their teachers after lunch. The amount of time taken away from children may vary according to the severity of each misdemeanour but general guidelines are as follows:

Year 3 children- 5 minutes for each red card (up to 10 mins max)

Year 4/5 children- 10 minutes (up to 20 mins max)

Year 6 children- 15 minutes (up to 30 mins max)

Golden Time

Each class uses Golden Time to reward children for good behaviour.

Golden Children

All children begin each half term on the "Golden List"

Any child who has moved into the AMBER or RED zones or missed any Golden Time is removed from the list. A special Assembly at the end of each half term is held to reward Golden Children with certificates and prizes.

Superstar Awards

Teachers are asked to nominate at least one child a week for a "Good Work" award and at least one child a week for a "Great Attitude" award. These will be presented weekly in assembly.

Golden Tickets

Each adult in school is given 10 Golden Tickets at the start of the week. These are to be awarded to whole classes at appropriate times during the week. The class which collects the most Golden Tickets is given a reward.

Teachers may choose to award Golden Tickets to classes for:

- * moving sensibly around school
- * lining up sensibly on the playground
- * waiting sensibly in assembly
- * working quietly in class.

Teachers should not award Golden Tickets to their own classes. Teaching assistants should try to distribute tickets equally and fairly.

The class which collects the most Golden Tickets in one week will receive an award. In good weather, they will lead out of the awards assembly first onto the playground to play with resources from the Golden Treasure Chest. In poor weather, the winning class will play with the resources in the hall instead.

Team Points

Team points can be awarded to individual children by any adult at any time. These are collected on boards in classrooms and counted up by Year 6 monitors each week. The winning team will be announced each week and receive a rosette. The team which collects the most rosettes over the half-term will receive a reward.

Other

Teachers are encouraged to use additional rewards as they sit fit. These might include "Star of the Week", stickers and stamps.

Extreme Behaviour

It is expected that the strategies outlined above will be effective for the large majority of children at Brackenwood. Where behaviour from specific pupils remains challenging, a number of additional strategies should be used by the school. These include:

- * Reward charts- coloured in green/amber or red at the end of each lesson
- * Home/school notebook- updated at the end of every day
- * Personal behaviour plan
- * Advice from Local Authority
- * Support from external agencies
- * Support from Gilbrook
- * Fixed term exclusion

Where teachers encounter extreme behaviour during the course of the school day, they should seek the assistance of a second adult immediately. A red-warning system can be implemented where this is likely to occur.