



BEHAVIOUR & PUPIL DISCIPLINE POLICY BRICKHILL PRIMARY SCHOOL

JANUARY 2018

BEHAVIOUR AND PUPIL DISCIPLINE POLICY

(To be read in conjunction with the school's Anti-Bullying Policy & the Physical Intervention Policy)

AIMS

We aim to nurture individuals so that they thrive academically, socially and emotionally in the best possible environment for learning to take place and good behavior to be fostered.

PRACTICE

Rules

The school follows six Golden Rules, which are listed below:

1. Do be gentle.
2. Do be kind and helpful.
3. Do listen to each other.
4. Do try your best.
5. Do look after property.
6. Do be honest.

These rules are promoted regularly through:

- The 'Good to be Green' Behaviour System
- role modeling
- assemblies
- PSHCE and RE
- Home/School Diaries
- using SEAL material to explore related issues
- classroom rules
- regular liaison with parents (including newsletters and 'Meet the Teacher' opportunities)

At the beginning of the school year, each class develops and agrees its own set of more class specific rules (which may be revised or added to during the year), examples might be:

- Listen to the teacher and each other
- Be polite and respectful
- Keep safe/respect property
- Try hard
- Keep the classroom tidy and organised

LOGS

Class Behaviour Logs

Behaviour & Pastoral logs are maintained by each teacher for each child, and these are passed onto the next teacher as the child moves through the school. A dated sheet is used to record information about the class and each pupil. Each entry is made following the 'Good to be Green' system and using the relevant documentation.

The documentation will show:

- ❖ date
- ❖ description of incident/behaviour
- ❖ action
- ❖ outcome

Any reference to other pupils should be made by initial only, cross referenced to their logging sheet. Parents have an entitlement to view their child's behavior/pastoral log, should they wish to do so.

Middy staff are expected to maintain a safe environment for all children. Should any pupil within the school choose to ignore their instruction or warnings, then, they are to follow the 'Good to be Green' system. If the pupil's behaviour is considered unsafe, the midday supervisor is expected to seek support from a member of the SMT. The teacher or headteacher dealing with the incident will complete the necessary documentation detailing what happened and the resolution, then give this to the class teacher who will then put it in the relevant Behaviour/Pastoral Log and, if necessary, speak to parents. A red triangle (which all midday supervisor staff should carry at all times) will be sent with a responsible child into the school to seek support. Middy staff are able to reward desired behaviours and impose sanctions, where necessary. They can also send the individual into the Reflection Room if initial sanction does not alter the child's behaviour.

Borough Records

The school is required to report the following:

- Racist incidents
- Bullying incidents
- *Fixed term exclusions
- *Permanent exclusions

* Exclusions must also be recorded with the Local Authority the time at which they are issued

SPECIAL EDUCATIONAL NEEDS

Individual Educational Plans (IEPs) and /or Pastoral Support Plan PSP are produced in consultation with SENCO, teachers, parents and pupils (and sometimes outside agencies) for children who are experiencing behaviour difficulties. These plans which identify strategies to support improvements and success criteria are reviewed termly with the Special Educational Needs Co-ordinator (SENCO), pupils, parents and teachers.

At the beginning of each term, SLT will inform the Senior Middy Supervisor of those children for whom 'Behaviour' IEPs or PSP's have been written and effective strategies for the behaviour management of these children. The Senior Middy Supervisor is responsible for ensuring that this information is shared with the midday staff team.

LUNCHTIME

The necessary documentation is completed for children whose behaviour is unacceptable during lunchtimes. This information is passed to the classteacher who holds this in the child's behavior/Pastoral log. Parents are informed through the child's Home/School diary.

BEFORE SCHOOL CLUB and AFTER SCHOOL CLUB

Where a pupil's behaviour causes concern in these clubs, a member of the Extended Leadership Team will be available to provide support where needed.

REWARDS AND SANCTIONSRewards

Rewards are given to encourage and celebrate positive effort, attitude and achievement.

These may take the form of:

- verbal recognition of and praise for positive behaviour
- written feedback to children on their marked work
- stickers, charts, books for individual children
- written acknowledgements in reading record books
- impromptu stickers

Sanctions

Behaviour issues are typically discussed in terms of **choices** and **consequences**. When children behave in a way which is unacceptable, they have a right to explain their behaviour and they are reminded of their choice and its consequences (e.g. 'If you choose to continue to do *abc*, then *xyz* will happen.')

If a child chooses not to heed a warning, the child moves through the traffic light system and if they continue to behavior inappropriately, then a consequence is given. Depending on the nature of the incident/behaviour, any of the following may apply:

- time out on a 'thinking chair' (sitting away from the group at the periphery of the activity or group) to reflect on their behaviour choices
- sent to headteacher
- sent to their partner class (all classes have a partner class, usually adjacent to their own, to which a child may be sent, if necessary)
- withdrawal of privileges/responsibilities
- being sent to the Reflection Room during lunch
- teachers notifying parents of incident through amber sticker in Home/School diaries or, if more serious, directly via telephone or in person
- if behaviour is sufficiently serious or persistent, parents may be contacted by the headteacher directly and a PSP will be put in place.

Unless the circumstances are exceptional, the child will be given an opportunity to consider how to put right 'the wrong', e.g. to apologise, to mend an item.

If behaviour is judged to be sufficiently serious, this could result in a fixed term or permanent exclusion.

All children are expected to follow instructions given by *all* staff within the school. If adult instructions are ignored, then again, children are reminded of their choices and consequences.

CAUSE FOR CONCERN

At weekly staff meetings, *Child Awareness* is a standing item on the agenda and any child whose behaviour is causing concern is discussed and reasons for the behaviour (triggers), as well as effective management strategies, are shared.

If a child's behaviour is judged to be sufficiently persistent and/or serious in nature, parents will be contacted in order that, through a joint approach, a solution can be found.

ADULTS IN SCHOOL

All adults working within the school are expected to treat all children with respect, modelling the behaviours and attitudes they seek to encourage in each child

Where the child is taken out of the classroom for poor behaviour, parents will be informed by the classteacher and the incident will be recorded in the child's behavior/pastoral log.

MONITORING, EVALUATION AND REVIEW

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

*Please see Staff Behaviour Support Booklet for more details.

This policy was written in consultation with:

- Pupils
- Parents
- School staff
- Governors

Policy reviewed and updated : signed