



Behaviour Management Policy

Including: Positive Behaviour, Serious Behaviour and Exclusion of Pupils

September 2020

Signed (chair): 	Name: Donna Whinham	Date: 28.09.20
Signed (Head):	Name: T Serle	Date: 28.09.20
Reviewed by: A Hodge	Reviewed on: 10.09.2020	Note of Revisions: Appendix added for Covid 19 period
Ratified by: Governing Body on 28.09.20		Next Review: September 2021

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Behaviour Policy	Date	10.09.2020
EIA CARRIED OUT BY:	A Hodge	EIA APPROVED BY:	

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		n/a
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).	Due regard will be given to whether behaviour is a result of a medical condition or not	
Gender Reassignment (transsexual)		n/a
Marriage and civil partnership		n/a
Pregnancy and maternity		n/a
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		n/a
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		n/a
Gender (male, female)		n/a
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		n/a

Any adverse impacts are explored in a Full Impact Assessment.

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community that values mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where everyone has the right to work without distraction.

Positive Behaviour

By positively reinforcing good behaviour, expectations are modelled across the school day. Every child has his or her good behaviour recognised and begins afresh every day. All staff acknowledge good behaviour through praise and rewards (see below). Children are sent to other members of staff to receive praise or reward for good learning behaviour and all children who have demonstrated positive behaviour are awarded golden time on Friday afternoons. Each class works with the teacher to create an environment for behaviour that will ensure successful learning. The class teacher has the responsibility for ensuring a positive learning environment and this may result in them using alternative strategies to achieve this.

Rules and Procedures:

Good behaviour is at the centre of our school ethos and encouraged and celebrated using out six values (Responsibility, Respect, Resilience, Positivity, Kindness and Courage) and three school rules:

1. We show kindness in our actions and words.
2. We respect ourselves and everyone equally
3. We are responsible for our words, actions and environment.

Our rewards and sanctions help to manage behaviour effectively every day. When challenging behaviour persists, staff members and Senior Leaders will follow the Serious Behaviour Policy (see page three Serious Behaviour Policy). If an incident of bullying is reported, the school follows procedures within the Anti-Bullying Policy to ensure support and sanctions are in place and the behaviour is changed as swiftly as possible in partnership with parents/carers.

Rewards:

We praise and reward children for good behaviour in a variety of ways (Appendix A):

- We congratulate each other;
- Classes win points for class efforts culminating in a rewards in the class
- Each week we nominate children from each class to receive an achievement award where they receive a certificate in the school assembly;

- We distribute raffle tickets to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Each class has a 'Recognition Board' to celebrate positive behaviour against a focus
- Texts and phone calls home;
- 'Stories of Success' at the end of each term to celebrate individuals who have shone
- Tea and cakes with the headteacher for behaviour around the school (**not possible during Covid 19 pod system**)

The school acknowledges all the efforts and achievements of children, both in and out of school. Newsletters and assemblies celebrate achievement out of school, for example, when a pupil is awarded a music or swimming certificate.

Sanctions:

The school employs a number of staged sanctions to enforce the school rules (see above), and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions and be positive role models in learning and in the wider school community. To support this, they might sometimes be asked to move seats.
- First a reminder is given if choices are not positive (which may be non-verbal).
- Next a warning is given (this is not recorded publicly but given to the child verbally).
- If a child continues to make unhelpful choices, the teacher or adult will have a quick conversation with them reminding of the three school rules and giving them a 'Final Chance'. They may be asked to wait behind after the lesson for a few minutes to discuss and reflect.
- If the unhelpful choices are continued, a child will be given 'Time Out' in a paired class. **During a pod system and reduced contact between groups of children, a *Time Out* in another class is not possible. Therefore, during this period, a member of SLT will (distanced from the child) supervise the *Time Out*. As with a *Time Out* in the class, the adult will not at this point have a conversation with the child about choices, they will complete some work sent and later have a conversation with their class teacher.**
- A teacher may decide to keep a child back at playtime or lunchtime to finish or catch up on work due to behaviour issues or motivational issues. High expectations are set for the completion of work linked to a child's ability. The term 'detention' is not used.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and may prevent the child from taking part for the rest of that session.
- Incidences of 'Final Chance' or 'Time Out' are recorded in the behaviour log – two incidences of 'Time Out' in a week would result in a loss of golden time (parents are informed)
- It may be necessary to record some incidences in CPOMs e.g. if there are safeguarding concerns or serious breaches of behaviour.
- Some instances of negative behaviours may result in the sanctions above being escalated and the decision may be made to 'drop-down' the consequences and/or send to the Headteacher/Deputy Headteacher.

The class teacher discusses the school rules and consequences with each class at the start of the year which are frequently revisited and used to teach positive behaviours. In this way,

every child in the school knows the standard of behaviour that we expect in our school and positive choices are acknowledged and celebrated. If there are incidents of negative behaviour choices, the class teacher will reflect with individuals or the whole class during 'circle time' (or at other appropriate time).

If a child makes negative choices repeatedly in class, the class teacher will, in the first instance, deal with incidents him/herself in the normal manner. However, if these choices continue, the class teacher seeks help and advice from the Headteacher or an appropriate member of the Senior Leadership Team. In these instances, strategies will be developed to support the child and parents will be informed by the class teacher or Senior Leader.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Education and Inspections Act 2006: Use of Reasonable Force. Staff may intervene to restrain children to prevent injury to another person, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Playtimes/Lunchtimes:

Lunchtimes are a time for promoting social skills in the playground and dining hall. We have a number of activities led by the children and Lunch Break Supervisors during lunchtimes or playtime. Children are expected to travel to the dining hall and around the school building in an orderly fashion. We encourage good manners in all social situations (modelling our value of respect). The Lunch Break Supervisors use the school sanctions mentioned above to recognise good behaviour and challenge poor choices. The Lunch Break Supervisors also keep their own log of any significant incidences and report these to the class teachers as necessary.

Children with behavioural/special needs:

We strive to ensure that all children are safe, supported and nurtured in school. Whatever a child's behaviour, the whole school constantly strives to support them to improve it. With children who have special needs this will often be achieved through small steps. Some children will require an Individual Behaviour Plan which will have different, individualised targets, rewards and sanctions. This is a flexible process and therefore may differ from the School Behaviour Policy.

Serious Behaviour

The School Behaviour Policy is intended to encourage children to make positive choices and, through appropriate rewards and sanctions and the involvement of parents, provide a framework for children to learn self-discipline and respect. For almost all of the children this policy, which has its strength in its supportive nature and whole school application, is

effective. However, there are some occasions when it is necessary to apply the Serious Behaviour Clause that is indicated in the policy.

Definition of 'Serious Behaviour':

Inappropriate behaviour can be classed as 'serious' and would therefore warrant the sanctions of the Serious Behaviour Clause, examples of which include:

- Racial abuse
- Verbal abuse
- Extreme behaviour (e.g. planned or deliberate violence, running away, vandalism deliberately dangerous activities etc.)
- Bullying, that is the repeated physical or verbal abuse to victim(s) by person(s)
- Persistent disobedience or destructive behaviour.

This is not an exhaustive list and is at the discretion of the Headteacher.

Sanctions:

Incidents of the above behaviour, although rare, must be dealt with firmly and immediately. The child concerned must be sent to the Headteacher (or, in her absence, the Deputy Headteacher) and a clear account of what has occurred given. The Headteacher will investigate whether or not the offence is deemed to warrant the Serious Behaviour Clause, and if it does, then the following action will be taken:

Stage 1

- Headteacher/Deputy Headteacher investigates by talking to all those involved in the incident including the victim(s), possible perpetrator(s) and observers.
- Headteacher/Deputy Headteacher records the incident in CPOMS.
- The Headteacher/Deputy Headteacher informs the parents/carers of the victim(s) and perpetrator(s). This will usually be done by telephone and outcomes recorded.
- Parents are given the opportunity to discuss the incident with the Headteacher/Deputy Headteacher and/or class teacher.
- Victims may be counselled by our Family Link Worker appropriate member of staff if necessary.
- The incident will be talked through with the perpetrator(s) and counselling given by the Family Link Worker if appropriate.
- A suitable sanction will be imposed (e.g. Loss of break, Internal Exclusion from class e.g. over a morning or school day – not a Time Out, Exclusion from play/activity etc)

Stage 2:

Same procedures as first incident with the addition of:

- Parents/carers of a child will be notified that any repetition of the offence will result in the use of Behaviour Report Chart. Parents will be invited to visit the Headteacher/Deputy Headteacher to discuss the situation and agreed actions will be discussed jointly to support the child.

- The class teacher and other adults, who regularly supervise the pupil e.g. teaching assistants and Lunchbreak Supervisors, will keep a record of any incident in CPOMs and/or in the Lunchbreak Supervisor book until the behaviour is deemed satisfactory.

Stage 3:

Same procedures as first incident with the addition of:

- Parents/carers will be informed that the child is on a 'Report Chart'.
- The child is issued with a 'Report Card' which is to be presented to the member of staff responsible for him/her at the end of each session, play time, lunch, for a comment and a signature.
- At the end of a given period (day/week), the child must take the card to the Headteacher for comment and signature.
- Further sanctions from the list below may also be appropriate.
 - Placing a child in another class/ out of class for a period of time (internal exclusion).
 - Longer term loss of play time (internal exclusion).
 - Exclusion from class treats/golden time
 - Exclusion from extra school activities e.g. clubs, discos etc.
 - Exclusion from residential trips.
 - Extra supervision at break/lunchtimes (resources permitting)
- By now the Special Needs Code of Practice will have been implemented and it may be appropriate that the child will be on School Action. Consideration will be given for referral to Behavioural or Inclusion Support if this has not already occurred.

The occasions when it will be necessary to reach Stage 3 of the Serious Behaviour Policy are very rare, since most children who find themselves facing the Serious Behaviour Clause will respond positively to the sanctions imposed. The above actions are intended for the tiny minority of children who fail to respond to the Positive Behaviour Policy: the purpose is to enable children to learn how to behave appropriately and to encourage them to live within the school expectations.

Exclusion (external) of Pupils

The below relates to formal external exclusions. These are more serious than internal exclusions listed above, which take place within the school premises.

The following is a necessary formal statement of the Exclusion Procedure in line with the DFE Guidance. In some instances of severe behaviour the Headteacher may make the decision to supersede the above sanctions and move immediately to exclusion.

Bromley Heath Junior School follow the National guidance on exclusions (available on the Department for Education website) and will use exclusions (both Fixed term and/or Permanent) as a form of punishment for a single serious incident or continuous breaches of our School Behaviour Plan outlined above.

Exclusions will only be used on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A Fixed term exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered. Governors are required to consider an exclusion that extends beyond five days. See appendix C.

When establishing the facts in relation to an exclusion decision the head teacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

Should any exclusion occur the Headteacher must also, without delay, provide parents with the following information in writing:

- The reasons for the exclusion;
- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
- Parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this;
- Where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- That for the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

Written notification of the information above can be provided by delivering it directly to the parents; leaving it at their last known address, or by posting it to this address.

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the School Behaviour Policy; and/or

- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Governing body's duties to review exclusions

Guidance can be found in Appendix C

Appendix A



Appendix B

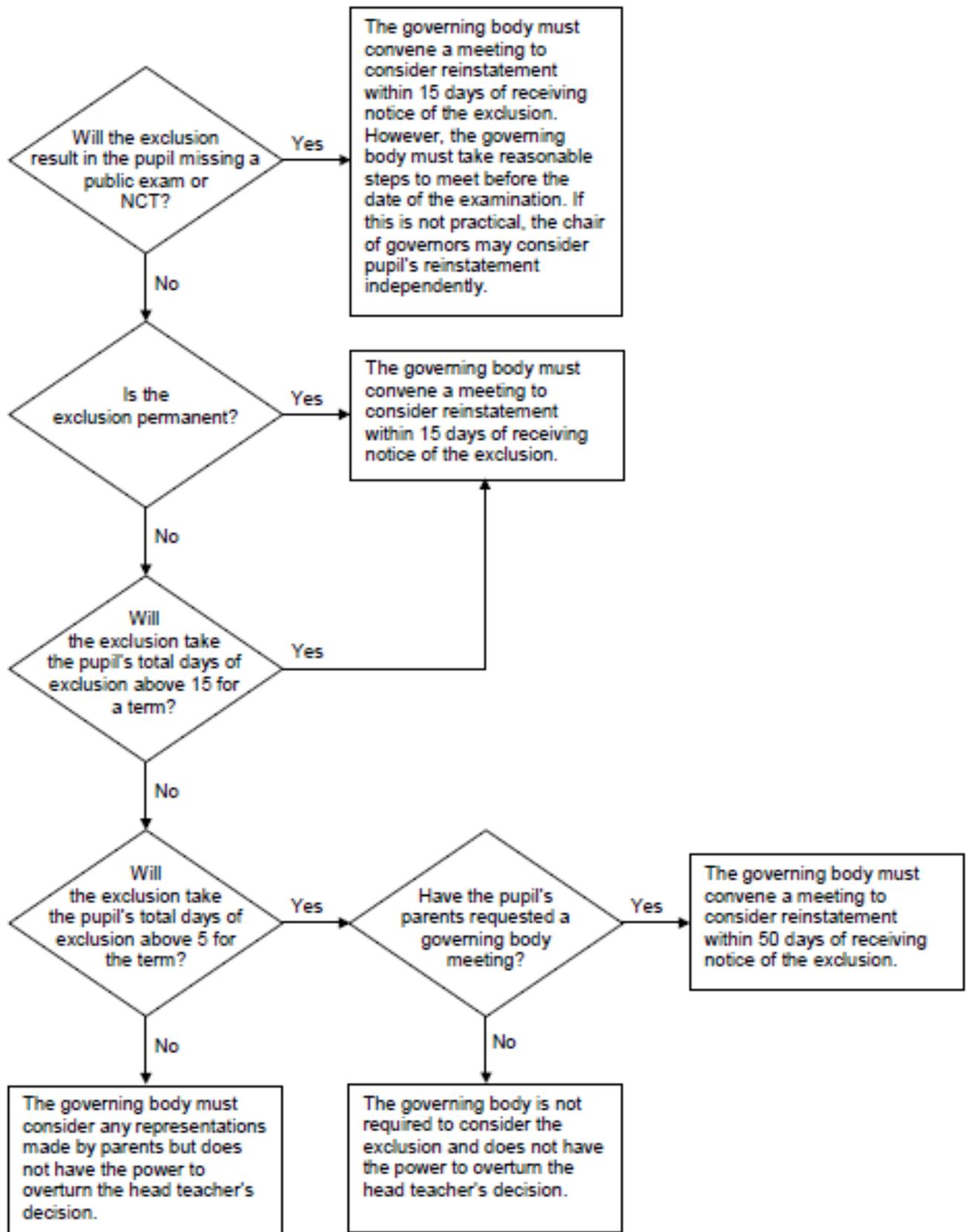
Negative consequences.

- Reminder
- Warning
- Final chance
(two minutes with your teacher)
- Time out
- Two time outs =
loss of Golden Time



Bromley Heath Junior School

Appendix C



The governing body may delegate its functions to consider an exclusion to a designated sub-committee. References to days mean 'school days'.