



Brookfield Park Primary School

Behaviour Policy – September 2021

1. Policy Statement of Intent

The aim of school discipline is to encourage every pupil to behave in a responsible manner based on a concern for the rights of other individuals and to lead pupils to exercise self-discipline. At Brookfield Park Primary School we aim to foster a tolerant, caring attitude and expect pupils to behave in a respectful and considerate way towards others.

Our school behaviour policy is written with all members of the school community in mind, pupils, parents, carers and grandparents and staff - school should be a happy and secure place for all.

All pupils have the right to an education, which offers them the best opportunities to work hard, be happy and make good progress. We are committed to enabling all of our pupils to access their education successfully by ensuring that we have clear expectations of behaviour which are consistent and therefore minimise disruption to learning.

Teachers endeavour to create the right environment and opportunities for this to happen. Many others contribute towards this process. Our school values are an integral part of this environment and the vast majority of pupils do support and contribute to these values by making positive choices and behaving appropriately.

However, as in many schools, there are individuals who, for a variety of complex reasons, have difficulty following the rules and present more challenging behaviour. Generally, these pupils require a wide range of approaches to help support them in school. It is important to create and maintain, as far as possible, a purposeful, orderly and safe learning environment for all pupils, including those with social, emotional and behavioural difficulties; therefore, behaviour strategies may differ for pupils with identified SEN. These strategies will be identified on an SEND or Individual behaviour plan. **It is important to note however that all pupils, regardless of additional needs, are required to follow the same rules and behave in the same way as the rest of the school community.**

At Brookfield Park Primary school we are committed to:

- Promoting desired behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all

- Praising and rewarding good behaviour
- Challenging and disciplining misbehaviour
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents
- Developing positive relationships with pupils to enable early intervention
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all pupils can achieve

The principles and sanctions outlined in this policy will be consistently and fairly applied to all pupils.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'

This policy acts in conjunction with the following school policies:

- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Communication policy (currently awaiting completion)

3. Roles and responsibilities

At Brookfield Park Primary School, discipline is recognised to be a collective responsibility between parents, staff, governing body, pupils and other agencies involved with school. It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils and that it is consistently applied. If this partnership is working effectively then we expect:

Parents and families:

- By reading this policy and sending your child(ren) to Brookfield Park you agree to abide by this policy in full
- To co-operate with school staff at all times
- To ensure children's regular attendance and punctuality
- To encourage their children to show respect and support the school's authority to discipline children
- To approach school staff courteously when wanting to discuss any issues
- To make an appointment to discuss concerns at an appropriate time in an appropriate manner

Pupils :

- To take responsibility for their own actions
- To move in an orderly manner around school
- To show respect for people and property
- To demonstrate appropriate levels of concentration and self-discipline
- To co-operate with and respond to the school's behaviour policy
- To be polite, considerate and caring

Staff:

- To consistently follow and apply the behaviour policy
- To develop an effective working atmosphere
- ***The Head teacher fully supports the staffs' authority to discipline.***

The Governing Body:

- To support the head teacher and staff in the implementation of this Behaviour Policy.

4. The Brookfield Park Promise (Appendix 1)

We are always kind

We are always resilient

We always take ownership

Our Brookfield Park Promise was drawn up by all members of the school community and incorporates the three main behaviours we want to promote to enable the school to function efficiently as a place of learning and to ensure the safety and well-being of pupils and adults. The Promise is displayed in each classroom and throughout the school, and discussed regularly and appropriately with all pupils, depending on their age and ability.

5. Promoting Positive Behaviour

At Brookfield Park Primary School we feel that acknowledging and rewarding good behaviour is a fundamental part of providing a happy and secure environment that promotes learning, confidence and self-esteem amongst the pupils. In order to encourage the pupils to practice good behaviour, we operate a system of praise and reward. This system is available for all pupils using a variety of strategies dependent on their age.

Pupils at Brookfield Park can be rewarded for academic and non-academic achievements, e.g. for effort, for demonstrating improvement or helpfulness, attendance or punctuality, good manners, resilience and making best choices when it comes to sorting out conflicts with peers. Incentives range from House Points through to certificates, stickers and praise.

PSHRE lessons

A weekly PSHRE lesson is timetabled in all classes. This is central to teaching and promoting the behaviours expected in school, as well as teaching children strategies to support their self-regulation, developing resilience, raising self-esteem and giving them strategies to deal with conflict when it arises.

6. Procedures for dealing with unacceptable behaviour

Whilst we aim to always reward positive behaviour, we acknowledge that there will be times when we have to deal to with behaviour that is unacceptable.

As with rewards for positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way. It is also important that parents play their full part in ensuring the good behaviour of their children whilst at school.

When a child misbehaves our response will depend upon the severity of the incident.

Level 1 Behaviours – Low level behaviour

Level 1 Behaviours	Level 1 Consequences
Showing disrespect to others by choosing to: <ul style="list-style-type: none">• Distract other children from learning• Answer back• Disobey instructions• Be untruthful• Name call and use minor bad language• Cause careless damage• Not join in with learning without good cause	For low level behaviours children will be given a reminder. If they continue with this behaviour they will be given a verbal warning. If the behaviour continues children will be removed to a designated area of the classroom (a reflection area) to sit at a table on their own where they will complete a written activity (see Appendix 2 and 3) Parents will be involved informally at this stage and informed about the behaviour via a text message or face to face at the end of the day.

<ul style="list-style-type: none"> • Cause harm through carelessness 	
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Level 2 Behaviour – Unacceptable and or persistent low level behaviour

Level 2 Behaviours	Level 2 Consequences
Showing disrespect to others by choosing to: <ul style="list-style-type: none"> • Persistently use level 1 type of behaviours over a sustained period of time • Use of isolated acts of violence- kicking, hitting, fighting biting etc. • Use of direct verbal abuse/ bad language/racist comment to any member of the school community • Leaving the classroom without permission • Arguing with adults • Refusing to follow instructions given directly to them 	Unacceptable behaviour or persistent low-level behaviour will result in immediate removal from class to the Head teachers office for the remainder of the session or day depending upon the severity of the incident. Parents will be informed via a phone call and the incident will be logged on CPOMS.

Level 3 Behaviour-Serious and Extreme behaviour

Level 3 Behaviours	Level 3 Consequences
Showing disrespect to others by choosing to: <ul style="list-style-type: none"> • Persistently use level 2 types of behaviour over a sustained period of time • Repeatedly use abusive, threatening behaviour towards others • Use bullying behaviour (See also The Anti-Bullying Policy) • Use dangerous behaviour 	One off serious behaviour incidents (e.g. swearing at staff, physical violence) or persistent unacceptable behaviours (level 2 behaviours) will result in automatic exclusion for a fixed period of 1 day. The pupil will remain with the head teacher for the rest of that day and their exclusion will begin in the following day. Parents will be contacted by the head teacher immediately and will be asked to come in for a meeting with the behaviour lead and the head teacher to discuss a way forward. When the children return to school, a plan will be in place to support them. However, should behaviour continue, a 3 day exclusion will be given, increasing to 5 days if behaviour is persistent. Support from an outside agency e.g. WISH will be sought at this point and a behaviour plan written.

<ul style="list-style-type: none"> • Steal • Vandalise the school buildings/property • Use aggressive, violent behaviour with intent to cause deliberate injury • Leaving the school grounds without permission 	<p>In some instances there will be a managed transfer – 1-5 days in another school in the same Year group.</p>
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These lists of behaviour are not exhaustive and there may be other behaviours to be dealt with which are not listed here.

School may decide to move straight to Level 3 and a temporary exclusion if a pupil displays behaviour that endangers themselves or others, or a behaviour that school deems to be very serious.

In extreme cases where behaviour is persistent in spite of support and consequences put in place and where the child is at risk of permanent exclusion, school may reach out to the local authority to try to secure a ‘managed move’. In rare occasions, when all other avenues have been exhausted a permanent exclusion will be considered.

Year 1/EYFS – In our Year 1 class and EYFS unit, pupils will be expected to follow the same rules as the rest of school, however due to their age, behaviour sanctions will be instant and will involve time out from activities, missed playtime or other appropriate sanction. Parents will be informed by Year 1/EYFS staff. Persistent/extreme misbehaviour will fall under Level 2 as above and involve the head teacher.

7. Confiscation of inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

- **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- **Power to search without consent** for “prohibited items” including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- 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 pornography (including child pornography) will be handed to the police.

8. Power to use Reasonable Force

At Brookfield Park Primary we do not have a 'no contact' policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them from taking action when needed in order to prevent a pupil causing themselves, or others, harm. Children who present an ongoing or frequent risk of causing themselves or others harm are subject to a Risk Assessment that leads to a 'Positive Handling Plan' (PHP). This outlines the de-escalation and positive handling techniques and strategies to be used with the child. It is signed and agreed by the parents and reviewed regularly.

School staff have a legal power to use reasonable force. We acknowledge there may be rare situations whereby a child requires physical restraint. This form of restraint is known as positive handling. There are identified staff within the school who have up to date training on safe physical restraint techniques but this does not mean that they are the only members with the authority to use reasonable force. Incidents where reasonable force was used are recorded on CPOMS. In all cases, staff will assess any given situation before employing reasonable, proportionate and necessary force in the circumstance for the shortest possible period of time. Key members of staff have completed Team Teach training.

9. Monitoring and Evaluation

This policy will be reviewed annually at the start of each academic year with mid-year reviews where monitoring indicates that this is required.

Following the annual review of the policy, parents will be advised about any adaptations or changes and the website will be utilised to ensure the principles of the behaviour policy remain high profile for the whole school community.

Policy Written September 2021

To be reviewed September 2022