



Bradwell Village School

Behaviour Management Policy

Last reviewed on: February 2022

Next review due by: February 2023

BEHAVIOUR MANAGEMENT POLICY

This policy is to be read in conjunction with the Inclusive Learning Federation's Positive Handling Policy, Anti-bullying Policy and Exclusion Policy.

INTRODUCTION

The schools in the Inclusive Learning Federation have a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in the importance of promoting and praising good behaviour. We put great emphasis on the importance of interacting with others in respectful ways through speech, actions and relationships as highlighted in our values. We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately. We give children choices and make it clear as to the consequences of the choices they make. We believe that children have rights and responsibilities. Children have the right to be safe, treated politely and to learn without disruption. Children have the responsibility to care for themselves, other people and their school. In doing so, we are modelling our vision; ***Be the best version of ourselves.***

THE PURPOSE OF THIS POLICY

The purpose of this policy is to:

- ensure that the children in the Inclusive Learning Federation are provided with high quality learning experiences in a safe and positive environment;
- guide what children do and what adults do by identifying their roles and responsibilities;
- provide a common language and understanding of what are acceptable and unacceptable behaviours.

EXPECTATIONS

We expect all adults and children to:

- treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves;
- talk and listen to one another in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions;
- be fair and consistent to each other however we recognise that by treating people fairly we may not treat everyone the same;
- value, take pride in and care for the school by looking after school property and equipment.

POSITIVE REINFORCEMENTS AND REWARDS

A range of reinforcements and rewards are used across the Federation including:

Code of Conduct

These are three promises that the children devised and agreed were crucial to enabling the vision and expectations. They also provide a practical way to demonstrate the school values at Bradwell Village School and earn value stickers which count towards a prize at the end of each term.

Recognition balloon

Each class at Bradwell Village have a hot air balloon displayed with the children's names in recognition of those following the Code of Conduct. Both children and adults can remove their name for a period of time if they need support with their learning or behaviour. In these instances, adults provide the necessary support to ensure their name is quickly placed back on the recognition balloon - flying high! Children who demonstrate the code of conduct thus maintain the school values, are rewarded with a value sticker at the end of each day.

Friday treat

Children at Bradwell Village enjoy Friday treat time every Friday across the whole school. This takes the format of an agreed, on site activity for 25 minutes.

Responsibility

All schools give children responsibilities in class and around school in a variety of ways including class and school monitors.

Curriculum

The schools in the Federation strongly believe that the curriculum plays a very important part in the positive approach towards behaviour management. A stimulating and enjoyable curriculum, with well planned, interesting and challenging activities promotes independence and good behaviour. We use class and school systems and routines to maintain a well-ordered learning environment.

A positive ethos is reinforced by the adults in school by:

- giving clear and concise directions to children so that misunderstandings do not arise;
- praising pupils who comply;
- backing up verbal praise with action;
- children's work is celebrated through displays;
- celebration boards – each class has a celebration board on which 'star students' are chosen on a daily basis;
- positive comments are written in the children's home-school communications book;
- stickers - given out by teachers, LSA's and other support staff for effort with work, behaviour and achievement; these are also taken home to be shared with parents/carers;
- reward points – each lesson every child can earn points for their attendance, punctuality and behaviour and for meeting the learning objectives;
- special reward points – these can be earned in the run up to special events when a minimum is expected for the child to be included in the special event;
- Executive Headteacher awards – these include stickers for good work and certificates at the end of each term. The certificates are linked to the golden stars reward system.

INDIVIDUAL BEHAVIOUR PLANS AND RISK ASSESSMENTS

Children who have been identified as finding it difficult to conform to our Federation norms, have an Individual Behaviour Plan (IBP) and a risk assessment to ensure that all staff are aware of behaviour triggers and praise points to enable them to build positive relationships. These documents are reviewed regularly and following any incidents to ensure they are current and remain appropriate. Copies are kept in class files for easy access and in the child's school file.

INAPPROPRIATE BEHAVIOUR

In the Inclusive Learning Federation, we will not tolerate behaviour which impacts on other people's learning and/or safety. Incidents of inappropriate behaviour are dealt with promptly and fairly. In no way is it the intention of the sanctions to humiliate or embarrass the child involved. In each class the classroom teacher and the children will agree a clear system outlining the steps that will take place if inappropriate behaviour occurs. When a child behaves inappropriately, the decisions made by the adults must not be led by the children's demands/behaviours. All behaviours are managed at the lowest level therefore it is only when these initial sanctions are ineffective that they are escalated.

Individual behaviour plans (IBPs) are used for children whose behaviour is a concern, especially for those who have been identified as having social, emotional and mental health (SEMH) difficulties. IBPs are reviewed and updated on a half termly basis or following an incident.

In the event of staff suspecting, or knowing that a child has brought banned items into school, staff have the right to search the child and their belongings. When this occurs, parents/carers will be informed in writing.

Behaviour reflection forms

Behaviour reflection forms are used at Bradwell Village school to offer the opportunity for children to reflect on their behaviour, the impact on others and the correct approach to take in the future. They are completed and discussed together with an adult using a restorative approach. The form is then kept on file by the class teacher and a copy sent home to the parent. If children complete more than 2 behaviour reflection forms in a week, they will forfeit some of their treat time.

Absconding

To abscond is to 'leave without permission'. This could mean a child leaves the school building, yet remains on site or leaves the school site.

Pupils who abscond from the school site

Where a pupil is seen to leave the school site without permission, the following procedure should be followed:

1. Actively pursuing the pupil may make the pupil panic possibly putting themselves in immediate danger. Staff should try to follow, keeping sight of the pupil and at a safe distance.
2. Any member of staff who leaves the school site should have a mobile phone with them, should notify a member of the office staff or SLT immediately that they are leaving the site and should not put themselves or the child in danger at any time.
3. Consider if there is a member of staff who has a good relationship with the pupil who can support the situation.
4. The school office is to contact the parents/carers and the police. Every attempt to contact the parent/carer and the police should be recorded.
5. Once the child has been found, the member/s of staff will use their professional judgement to inform their response to the child.
6. A written report will be logged with the DSL, the Head of School and the Executive Headteacher.
7. The DSL, Head of School, or the Executive Headteacher will brief the parents/carers and police if necessary.
8. Upon the child's return, and when calm enough to do so, the pupil will be asked the reasons for absconding – ideally this should be carried out with a member of staff who has a positive relationship with the child. If necessary, a support plan or IBP should be developed.
9. If the pupil returns to school of their own volition, parents/carers and the police should be informed.

Parents/carers will always be informed if their child absconds from school and all incidents are recorded on a cause for concern form.

Loss of break and lunch times

Losing break and lunch-times are sanctions used by most schools and allows time for children to catch up with missed work, undertake restorative activities and to reinforce positive behaviour. The most effective sanctions are carried out at a time closest to when the poor behaviour or incident took place. Ideally, sanctions are held on the same day.

Lost treat time

During lost treat time, children are supported to complete a missed treat reflection form which is kept on file by the class teacher and referred to with the child if required.

Exclusions

Exclusions are used as a last resort or where a serious incident has taken place. See the Exclusions Policy for full details. Following an exclusion parents/carers are expected to bring their child into school for a meeting in order to reintegrate the child into school in a positive manner. During this meeting a behaviour contract will be drawn up along with a daily monitoring sheet.

Isolation

Isolation is used in response to serious breaches of the behaviour policy and in line with the “Department for Education - Behaviour and Discipline in Schools – September 2020” document which states:

Section 42 – ‘Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.’

Section 43 - ‘It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff members in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils to eat or use the toilet.’

The use of isolation as a sanction is always identified on the child’s Individual Behaviour Plan with specific details about how the child will work in the room along with the staffing required to enable the room to be used in seeking a positive outcome.

RIGHTS AND RESPONSIBILITIES

Staff

Rights	Responsibilities
To be supported by colleagues and school leaders.	To ask for support when needed. To offer support to colleagues and leaders.
To be listened to. To share opinions.	To listen to others. To give opinions in a constructive manner.
To be treated courteously by all others in the school community.	To model courteous behaviour. To recognise and acknowledge positive behaviour in others.
To be made fully aware of the school’s system/policies/expectations.	To seek information and use lines of communication.
To receive appropriate training to increase skills in behaviour management.	To support others in developing their skills in promoting positive behaviour. To acknowledge areas of own behaviour management skills that could be developed. To try/use and to evaluate new approaches.

Pupils

Rights	Responsibilities
To be treated with respect.	To behave respectfully to others.
To be safe.	To behave in a way that keeps others and self safe.
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents/Carers

Rights	Responsibilities
To be treated with respect.	To behave respectfully towards others, including staff
To be kept informed about their child's progress.	To talk to staff if they have any concerns about their child's learning and wellbeing. To talk to their child about what he/she does in school. To ensure their child attends school regularly and on time.
To be listened to.	To listen to others.
To have access to information on the school's procedures for positive behaviour management.	To acknowledge/respond to information and share concerns.
To have concerns taken seriously.	To share concerns constructively.

MONITORING AND REVIEW

We are aware of the need to review the school's behaviour policy regularly so that we can take account of new initiatives, changes to practices, regulations and external advice. Reviews and monitoring of behaviour management take place using:

- lesson observations
- learning walks
- monitoring of behaviour data
- monitoring of incidents recorded in the bound book
- monitoring of the use of the Rainbow Room
- annual reviews of Educational Health Care Plans
- reviews of IBPs and individual risk assessments

REVIEW

This policy will be reviewed in February 2023.



Bradwell Village School

Code of Conduct

Be the best version of yourself by:

- ❖ Being safe.
- ❖ Being respectful and kind.
- ❖ Completing work to the best of your ability.



Behaviour Consequences

	<u>Behaviour</u>	<u>No times</u>	<u>Action</u>	<u>What this could be</u>	<u>Consequence</u>
1	First time calling out, silly noises, not completing an instruction straight away such as 'pens down, look this way'. Talking in class, not looking at the board, not listening, chair swinging	3	Non-verbal	Eye contact Hand gesture – e.g. sit down Raised eyebrow Head shake	Discrete warning mark on board or mark book monitored by a teacher
2	Repeated occurrences of the above or something that requires verbal warning straight away such as being unkind (minor) or carrying a chair incorrectly. Continuous talking in lesson, for not completing work, for refusal to follow instruction and rude attitude. Running in school or pushing in line.	Max of 3	Verbal	Say child's name Reminder of wanted behaviour Praise for those who are making correct choices	Timeout warning Contact of parent re repeated behaviour Informing YTL of behaviours
3	Repeated occurrences of the above. The use of inappropriate language / comments. Throwing objects, disturbing learning of others. Rudeness to a member of staff, continued ignoring of rules or instructions. Minor challenge of authority. Some children may need to go straight to a time out to deescalate if they come in from break or lunch after an incident.	1	Timeout	Within the class In another class In shared area – supervised Use a timer no more than 5 mins Complete behaviour form	Parents could be informed if this was a consequence but not needed if this is a strategy to help child manage own behaviour Loss of play time / lunchtime Work sent home to complete Option of Behaviour Reflection Sheet
4	Repeated occurrences of the above. Damage to work/property, hitting, 2/3 time outs for low level disruption. Challenge of authority or continuous refusal. Serious or deliberate actions. Minor damage to the property of others. Rude language. This option is often viable as this is a teaching role. Possibly to be used if pre-arranged? E.g. at break time, can we meet with x and discuss his behaviour	1	YTL	Involve YTL : Time out with YTL in their class Meeting with YTL Investigation by YTL Complete behaviour form	Parents could be informed Loss of play times / lunchtimes with completion of Reflection Sheet A copy of the Reflection sheet sent home to parents Work sent home to complete if needed
5	Highly disruptive or unsafe behaviours. Continuous disrespect to an adult, fighting, swearing, online safety/social media inappropriate use, racial language. Similar to above but situation needs to be escalated Or if timing or previous relationship with child and family is more established. For swearing, refusal to follow all instructions, refusal to complete work to best of ability, disturbing the learning of others. Fail to follow instructions from YTL. Unintentional racist language which may cause upset to others.	1	AH	Involve AH: Time out with AH in their class Meeting with AH Investigation by AH Complete behaviour form	Parents informed / face to face meeting Loss of play times / lunchtimes with completion of Reflection Sheet if not already completed A copy of the Reflection sheet sent home to parents
6	Escalation of above behaviours. Stealing. Serious violent behaviour. Sexualised or racist language or behaviours. Continuous disruption to the learning of others, damage to school property. Leaving or attempting to leave the school premises. If child is making the classroom or others unsafe or making the teacher unable to continue teaching the rest of the class. This is more likely to be a one-off larger incident rather than lots of low level behaviour. Assaulting pupil or staff.	1	HoS	Involve HoS Removal from CT Complete behaviour form	Meeting with parents Internal isolation External Exclusion
7	Escalation of above behaviours. Extremely violent behaviour, high risk to safety of others or themselves. Serious or intentional abuse to staff/children/. Continuous display behaviours after consequences with YTL or HoS. Escape school, illegal substance use, and continuous racist or sexualised language. Serious assault on staff or pupil / absconding the premises.	1	EH	Immediate removal. Involve HoS/EH Complete behaviour form HoS/EH to complete exclusion documents and ensure meet parents & have appropriate letter	Meeting with Parents External exclusion

School Values



**Our
Values**



Respect

Means:

Treating others with consideration.
Valuing everyone and everything
around us.

Co-operation

Means:

People working together to achieve
the same goal.

Kindness

Means:

Thinking about and caring for others.
Being sympathetic and considerate
to others.

Self-Belief

Means:

Believing in yourself.
Being confident in your own ability.

Forgiveness

Means:

To stop blaming or being angry with
someone.

Appreciation

Means:

Recognising the quality, value and
significance of people and things.



Behaviour Reflection Sheet

Name: _____ Class: _____ Date: _____

Consequences of my behaviour

Description of what happened

Reasons for my behaviour

How do I feel?

How has my behaviour affected others?

Other consequences

What am I going to do to stop it happening again?

Pupil:

Teacher:

Handwriting, presentation and spelling must be of a high standard