



Policy Number	001	Issue	001
Policy Title	Behaviour Policy		
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Author	Responsible Committee		Pupil Support

Policies To Be Read In Conjunction:-

002 Anti Bullying Policy

003 Use of Force to Control and Restrain Policy

Statement of Principles

Bitham Brook School believes that in order to enable effective teaching & learning to take place, good behaviour, in a safe and secure environment, is necessary in all aspects of school life. We seek to create an inclusive, caring learning environment in the school by:

- Providing a happy, stimulating and caring environment that will enable each child to achieve their full potential;
- Providing a safe environment; free from disruption, violence, bullying and any form of harassment;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Promoting a culture of praise and encouragement in which all students can achieve;
- Ensuring equality and fairness of treatment for all;
- Ensuring consistency of response to both positive and negative behaviour;
- Ensuring staff model good behaviour;
- Encouraging a positive relationship with parents and carers to develop a shared approach to the implementation of this policy and the school’s procedures;
- Providing opportunities for pupils to discuss and make recommendations about behaviour, including bullying and the effectiveness of rewards and sanctions;
- Ensuring that vulnerable pupils receive behavioral support according to their need;

At Bitham Brook we recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioral needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

Roles and Responsibilities

The school’s expectation is that courtesy, politeness, regard for others and self-discipline shall be the norm. While there are rules, procedures and guidelines aimed at maintaining a positive atmosphere around the school, it is important that all pupils develop a sense of responsibility for their own behaviour.

The Governing Body will establish in consultation with the head teacher, staff, parents and pupils the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to parents and that its expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Head teacher will be responsible for the implementation and day-to-day management of the policy and procedure guidelines.

Staff, including support staff, will be responsible for ensuring that the policy and associated guidelines are followed. They also have the responsibility, both in the classroom and around the school, for maintaining the high quality learning environment which encourages good behaviour.

The Governing Body, Head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be actively encouraged to work in partnership with the school in a number of ways to maintain high standards of behaviour and will have an opportunity to raise any issues arising from the operation of the policy and associated procedures.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Rewards & Sanctions

A positive and encouraging school ethos is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour, while being the expected norm, is valued. Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the guidelines. We shall clearly explain why any sanction is being applied; what changes in behaviour are required to avoid future sanctions; and, importantly, that these sanctions will be determined by the nature of the behaviour.

We recognize that we need to work towards a ratio of 3:1 of rewards to sanctions/consequences to make our management strategies effective (this ratio may need to be higher during the initial stages).

Other School Policies

In order for the Behaviour Policy to be effective, a clear relationship with other school policies, particularly Equality of Opportunity, Special Educational Needs, Anti-Bullying and Child Protection has been established.

Review

The Head, in consultation with staff and Governors, will monitor and conduct regular reviews of the policy and associated guidelines in order to evaluate and maintain its effectiveness. The outcomes of reviews will be communicated to all involved, as appropriate.

The guidance is organized into the following sections:

- Rewards or positive consequences for work and effort within the class;
- Rewards or positive consequences to promote good or acceptable behaviour in class managed by the class teacher and usually partly negotiated with the class;
- Sanctions or negative consequences for behaviour within the class;
- The use of Circle Time;
- The use of Friday Assembly, the Kirri Cup within the overall package;
- The Role of School Seniors
- Lunchtime Procedures
- The Language of Choice
- Strategies to deal with extreme situations.

Rewards or Positive Consequences for work and effort within the classroom

Level 1

- Praise: verbal and non-verbal;

- Praise needs to be given at a ratio of at least 3:1 to Sanction comments;
- Praise may be given publicly or privately depending on the age of the child;

Level 2

- Use of stickers or stamps to reward effort or quality work for that child;

Level 3

- Use of stars to reward effort or quality work;
- Staff need to record the numbers of stars achieved by each individual child in a non-public way;
- Winning of stars will trigger the winning of certificates presented in assembly to mark sustained effort and quality work over the year.

25 stars will achieve a Bronze Certificate
 50 stars will achieve a Silver Certificate
 100 stars will achieve a Gold Certificate
 150 stars will achieve a Platinum Certificate (not often awarded)
 200 stars will achieve a Diamond Certificate (rarely awarded)
 250 stars will achieve a Ruby Certificate (very rarely awarded)
 300 stars will achieve an Emerald Certificate (extremely rarely awarded)

Certificates will be produced from the office. Please send a note to Headteacher and the certificate will be publicly presented at the Friday Assembly. All certificate winners will be identified in the next edition of the School Newsletter by their first name.

Level 4

- Name entered in the Golden Book (kept by Headteacher) and pupil receives a Headteacher's Sticker;
- This Headteacher's Sticker equates to 5 stars and is then added to the receiver's Star Total (see Level 3);
- Children who appear in the Golden Book 3 times in the year have a letter sent home. (The letter will be composed by the class teacher and personalised to the pupil before signing by the Head teacher).

Level 5

- Personalised Letter posted home to Parents/guardians/carers to acknowledge an outstanding piece of work or effort.

Rewards at Level 4 and 5 should only be used after careful consideration to reward work and effort and preserve the value and "effect" of the 2 stages.

Rewards or Positive Consequences for Behaviour Management in each Class

All class teachers should agree with their class a Class Code of Conduct (rules) within the first 2 weeks of the school year. This must be displayed for the remainder of the year to remind everyone and staff who do not usually take the class. Staff teaching older children may ask their class to "sign up" to the contract and place a laminated version on display in the classroom.

This Code of Conduct should incorporate all or most aspects of the following:

- To follow instructions /directions straight away;
- To keep unhelpful hands, feet, objects and comments under control;
- To keep your voice quiet unless told otherwise;
- To let others work without interruption- everyone has the right to learn;
- To use only acceptable language- politeness;
- To be a good listener – be tolerant of others;
- To put things in their proper place when they have been used.

Each class teacher will design and institute a range of rewards to allow them to manage classroom behaviour. Our point here is that *“One size does not fit all.”*

The range of rewards should be negotiated with class members where appropriate and should then be displayed with the class as a reminder and to help other teachers who may be teaching the class.

Possible ideas are:

- Person of the day;
- Use of team/ table group points leading to the winning of a sustainable prize or a privilege at the end of the day or week;
- A limited amount of “Choosing Time” or “Golden Time” at Key Stage 1.
- “The Marbles in the Jar” Strategy (see box below for an example of this strategy).

- *Members of the class are rewarded for good behaviours by the award of a counter/token.*
- *These are placed in a sealed box at an appropriate time when the class is not being directly taught.*
- *30/50/100 Tokens earn the class the award of a marble.*
- *When class has earned 10 marbles they have earned a reward.*
- *The class votes on a suggested list of rewards and receives one.*
- *Process starts again.*
- *The expectation is that the class will earn all 10 marbles about once every 2 new terms.*
- *In an extreme case the teacher may decide to award a whole marble.*

The choice of strategy is deliberately left to the classroom teacher (and children) to help make the options as motivational as possible to increase the effectiveness of the strategy.

Teachers must display their personalised Rewards Menu in class to maintain awareness and enable other teachers who may be teaching the class during the week to utilize the system if they wish to.

Level 1 Some options

- Eye contact;
- “The look”;
- Shaking of head;
- Frowning;
- Looking surprised;
- Raised eyebrows;
- Proximity control;
- Mention of child’s name while teaching the whole class;
- Wayne - “What are you doing? What should you be doing?” *Then praise.*

Level 2 Some options

- Verbal warning issued using the language of choice;
- Use of last out to play sanction;
- Removal of the privilege of part of playtime 1 / 2 minutes at this level.

Level 3 A range of 3 options all of which need to be employed/ available

- A recorded warning.
- Time out within the classroom. A space/desk/chair must be allocated in every classroom. 10 minutes is the maximum suggested time following clearly described behaviours to earn back return to the “class group”.

When the child returns, staff should actively look to reward the child with praise to reinforce the behaviour desired.

- Time out with partner class where the earlier two Level 3 strategies have not had the desired effect. The receiving teacher should **on no account** permit the child to undertake an activity that could be seen as a reward while the child is with them.

Level 4

- Referral to Senior Staff;
- Pupil then permitted to return to class and reminded that they have the choice of good behaviour for the rest of the day or that further difficulties will result in them losing the privilege of playtime the next day.

Level 5

- Referral directly to Headteacher.
- Name recorded in the Behaviour Log.
- Parents informed.
- Other consequences may follow as appropriate. (See additional notes)

Friday Assembly Routines

Friday Assembly is an assembly time given over to the focus of celebration of achievement and effort in a range of ways during the week.

We will celebrate the achievements of those children who reach Level 4 and 5 in the Rewards Ladder (Golden Book and letters home).

We will receive nominations from class teachers during assembly of those children who have been “Bitham Brook Stars of the Week” that week (photographed and displayed). One, two or occasionally three can be nominated in assembly. Teachers will complete a “postcard” to go home with the “star” explaining the reason for the award.

We will award the “House Cup” to the house who has earned the most points awarded by any adults in the school community to hold for a week.

At the end of each of the 6 terms teachers will decide whether they feel their class should be nominated to hold the “Kirri Cup” for the next term in recognition of sustained effort or development over the term ended.

School Seniors

School Seniors are the group of children that we accord a special status to and ask to demonstrate in return their maturity and responsibility. They are only selected from Year 6 children.

At the start of the year we offer all of our Year 6 children the opportunity to apply in writing to be a School Senior because we want to give everyone the chance to aspire to this role and to enhance each pupil’s self-esteem. Those who choose not to apply at the start of the year will have the opportunity to apply in January and April if they feel ready to accept the responsibility.

We ask them to carry out a variety of tasks to maintain the day to day running of the school and to carry them out with diligence and care.

Examples of tasks are:

- Showing visitors around the school
- Preparing the hall for assembly
- Finding the music for assembly – entrance and songs
- Preparing the laptop and interactive whiteboard for assembly
- Holding the doors
- Escorting classes into assembly

- Acting as “playground buddies”
- Locking and unlocking the gates
- Assisting in the dining room at lunchtime, supporting MDSA’s
- Supporting activities in the Key Stage 1 classes
- ICT monitors
- Recycling collection

Each School Senior will be given a badge to recognize their position and they are expected to:

- Follow school rules
- Wear appropriate school uniform
- Carry out their tasks well and with “good grace” accepting that the role of School Senior requires a level of sustained commitment.

Lunchtimes

In the dining room:

Level 1

If a child behaves inappropriately in the dining room they will be given a warning using “the language of choice”.

Level 2

If the inappropriate behaviour continues they will be required to go to a “time out” situation in the corridor to finish their lunch and wait until they are allowed to go out.

Level 3

In extreme cases they will be required to go for “supervised time out “ with the Leadership Team Member available to support the MDSA Team for a 10 minute “Time Out”.

In the playground / classroom during wet lunchtime:

Level 1

If a child behaves inappropriately they will be given a warning by the MDSA supervising that area of the playground in “the language of choice”.

Level 2

If the inappropriate behaviour continues the child may be split from the group or required to escort the MDSA for a limited period.

Level 3

In extreme cases they can be required to go for “supervised time out ” with the Leadership Team Member available to support the MDSA Team for a 10 minute “Time Out”.

Children referred for Level 3 “Time outs” should be escorted to the Leadership Team member available for the day and a record completed in MDSAs duplicate books. One copy should be given to the “Time Out Supervisor” who will pass it on to the class teacher to keep them informed and a record will be made in the “Time out Log” for Headteacher monitoring.

The Language of Choice

Behaving appropriately is a choice – we need to empower children to make this choice themselves by being clear about the consequence of their behaviour.

Example:

“ John, you have a choice. You can either carry on talking, or you can follow our listening rule. If you choose to carry on talking, then you will be going out to play last. If you choose to listen, you will be able to go out to play for the full time. It’s up to you”

The sequence that we all need to follow is:

“Angela, you have a choice. You can either – *continue behaviour not acceptable*, Or you can - *desired behaviour*, If you choose to – *continue first not acceptable behaviour*, you will have to – *negative consequence*. If you choose to – *behave in an acceptable way*, you can – *positive consequence*. **It is up to you.**

A child’s behaviour is their responsibility – choosing to behave in an unacceptable way will have a consequence.

Strategies to use with children who are not responding to the Sanctions and Rewards Systems

We accept that on occasions we will have to manage children who do not respond to the range of strategies outlined in this document.

Where such behaviour patterns are evident and not responding to the strategies already described we will:

- Continue to involve parents to support our actions;
- Involve the school SENCO in the writing of I.B.P.s (Individual Behaviour Plans)
- Involve the County Behaviour Support Team;
- Involve the School Psychological Service.

In situations where extreme action is judged to be necessary by the Head teacher as a result of serious incidents or gross misbehavior, we will consider the use of:

- Lunchtime detention;
- Internal exclusion (requiring child to work away from peers or class);
- Lunchtime Exclusion (for lunchtime related incidents);
- Fixed Term Exclusion (following the L.A. procedures);
- Permanent Exclusion (following DfE Procedures).

Serious incidents and gross misbehaviour would include:

- Defiance
- Verbal abuse of children or staff;
- Physical abuse of children or staff;
- Vandalism to school or personal property;
- Leaving the site without permission;
- Bullying.

Where pupils have been excluded a planned return will be actioned for the re-integration of the pupil.

Use of force to control and restrain

We do not operate a ‘no physical contact’ policy. Contact is sometimes proper or necessary. Such a policy could place a member of staff in breach of duty of care towards other children or prevent them from taking action to prevent a pupil causing harm when all other de-escalation strategies have been tried. All members of school staff have a legal power to use reasonable force. Schools do not require parental consent to use force on a child for an unexpected occasion but an individual plan will be drawn up after an occasion where force has been used to control or restrain.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Reasonable means using no more force than is necessary. Force is used only to control or restrain pupils and is down to professional judgment of the staff member involved and always depends on the individual circumstance. Force may never be used to punish a child.

Schools could use *reasonable force* to:

- Remove a disruptive child from a classroom where they have refused an instruction to do so;
- Prevent a child behaving in a way that disrupts a school event or visit;
- Prevent a pupil behaving in a way where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a pupil at risk of self-harming through physical outbursts.

Where force has been used to control or restrain a pupil a plan will be written to outline action to be taken on subsequent occasions where use of force may be required again.

Please refer to Appendix 2 for further guidance on what, when and how reasonable force may be used.

Behaviour of children off site

Parents, carers and children should note that the school does concern itself with the way in which children behave on their journey to and from school. Children at this time are viewed to be representative of the school and will usually be wearing school uniform. The school may seek to become involved in the investigation of incidents that may occur and the use of sanctions where these are judged to be warranted to ensure that acceptable standards of behaviour are maintained within and immediately beyond the school environment, its site and the school day.

The Golden Rules at Bitham Brook

- We will always try our best.
- We deserve to be praised when we have done well.
- We are honest and truthful.
- We are respectful to others.
- We are well mannered and polite.
- We are helpful and caring.
- We always look after our own and other people's property.

The Outside Rules at Bitham Brook

- We play safely and sensibly.
- We stay in agreed areas.
- We look after all equipment and use it properly.
- We will follow the rules of the game we are playing.
- We will not play on or with equipment before and after school.
- We do not enter the school building unless we have permission to do so.

Rationale

"We consider the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in the direction." p99 - Elton Report.