



# BREACHWOOD GREEN SCHOOL

## BEHAVIOUR POLICY

### Believe and Achieve

#### Acronyms:

KS1 – Key Stage 1

KS2 – Key Stage 2

CPOMS – Online management system for recording information about children

#### Overall Aim:

At Breachwood Green JMI School we aim to develop self-motivated, self-controlled and responsible children. All staff, children, parents and governors have responsibilities to value, respect, care for, praise and listen to each other.

We have high expectations of the way in which all members of the school community behave towards one another based on the agreed rights.

Children have a right to:

- feel safe;
- learn, work and play, in a safe environment;
- be treated fairly and with respect;
- a good education.

Staff have a right to:

- to do their job;
- be treated with respect;
- to feel safe.

Parents have a right:

- to know their child is safe;
- for their child to have a good education;
- to have their child treated fairly and with respect;
- to know there is a consistent approach to behaviour across the school.

#### Code of Conduct:

As a member of Breachwood Green School, children will be expected to: develop self-discipline; have regard for other children and adults and develop respect for their environment.

Children are encouraged to make the right choices through:-

- Showing respect - being helpful, respecting the property of others, caring for their own belongings, being thoughtful and considerate, letting others enjoy school, treating adults and peers in a friendly, polite and respectful way, shaking the hands of their class teachers in key stage 2.
- Responding appropriately to instructions - showing self-control and self-discipline, behaving in a quiet and orderly way within the school, behaving in the playground in a safe, sensible and controlled manner, being co-operative and attentive in class.
- Observing good manners - being polite and courteous, saying please and thank you, holding doors open for others.
- Embracing learning opportunities and challenging themselves - understanding and reacting to expectations, working to the best of their abilities, being responsible and enthusiastic and show resilience.

- Being honest in words and actions.

### **Expectations:**

Parents, staff and governors have high expectations of each other at Breachwood Green JMI School.

We expect children to:-

- be respectful towards all those who work and learn in the school,
- observe the rules regarding safe and considerate use of school equipment,
- display good manners,
- respond quickly to instructions,
- keep their hands and feet to themselves,
- avoid any verbal or physical aggression,
- make the most of their learning opportunities at school and allow others to do the same.

We expect parents to:-

- equip their children appropriately for school,
- support the school's policy on behaviour,
- ensure their children attend school regularly and are punctual,
- make sure their children obey the code of conduct before school starts and at the end of the school day whilst in their care,
- inform the school if their child has a change in behaviour or if circumstances change that may impact on this,
- talk regularly to the teacher about their child,
- encourage their children and show interest in their achievements and behaviour in school.

We expect staff to:-

- model good behaviour,
- implement an agreed approach to the rewarding of good behaviour,
- deal with problems arising from unsatisfactory relationships between children, in a sensitive and positive manner,
- apply age and developmental appropriate sanctions in response to unacceptable behaviour, explaining their uses to the children,
- maintain good discipline within the classroom and throughout the school,
- motivate the children to do well,
- provide interesting and appropriately challenging tasks in the classroom,
- inform parents of any changes in a child's behaviour at an early stage,
- be available to discuss children's progress at the soonest mutually convenient time.

### **Encouraging good behaviour**

We promote good behaviour by:

- encouraging older children to look after younger ones,
- holding a values assembly once a week,
- drawing good behaviour to the attention of parents,
- giving rewards,
- developing good role models and giving these a high profile through the school (leaders, school councillors),
- encouraging children to reflect on their behaviour.

### **Strategies that may be used to promote good behaviour:**

- Use signals to encourage good behaviour e.g. hand signals/ clapping patterns/ songs to

- focus the children;
- o Verbal reminders about the expected behaviour – these should be anonymous (e.g. ‘Some children are ... beautifully, thank you. We are just waiting for 3 children to ... and make the right choice.’);
- o Directed positive praise for children who are displaying behaviour looked for (e.g. ‘Well done X and X. I can see you are making the right choice by.....’);
- o Ensure that a stated course of action is followed up;
- o Keeping your tone of voice low when addressing misbehaviour;
- o Taking children aside, helping to de-escalate the situation and avoid further escalation of poor behaviour;
- o Time out (5 minutes to think about behaviour) and then opportunity to make amends.

## Rewards

We aim to be positive in our approach and to notice and reward good behaviour. A range of age-appropriate rewards will be used to promote good behaviour. The children are made aware of the rewards system in their class and in the school as a whole.

Rewards may include:

- o verbal rewards: “Well done for ...”, “It’s good that you are making the right choice by..”;
- o For Reception and Year 1, stickers that children can put on their jumpers or book bags;
- o class dojos;
- o extra responsibilities in the classroom e.g. monitors;
- o certificates to take home or work displayed in school;
- o Special privileges – e.g. extra playtime, class parties;
- o Sharing achievements with parents;
- o Sharing achievements with other ‘significant’ staff;
- o A BGV child of the week and a Worker of the Week;
- o Class daily certificates for working hard;
- o Class cuddly toy taken home;
- o Special Headteacher certificates.

In addition to this:

- o Each KS1 class will have golden time on a Friday afternoon;
- o Each KS2 class will have their own reward afternoon at the end of each term.

## House Dojos:

A system of house Dojos operates across the school. It is intended to reward positive attitudes and behaviours and encourage good manners in all aspects of school life. In particular, house Dojos can be awarded for:

- o Positive attitudes, behaviours and effort in learning;
- o Positive attitudes, behaviours and effort in school activities, e.g. sporting event, trips and visits, sporting events, charity events etc.;
- o Displaying school values.

## Sanctions

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. We believe that age-appropriate sanctions should be applied fairly and calmly. **The smallest possible sanction that is effective must always be used.** Children need to know why they have a consequence and need to be given the opportunity to make amends. Consequences will be applied in a way that maintains self-respect. Whole group sanctions will be avoided. Sanctions will be applied as soon as possible after the behaviour has occurred. Sanctions are applied consistently, firmly, fairly and without confrontation.

## Good to be Green Behaviour Scheme

For consistency and clarity the Good to be Green Behaviour System is used throughout the school. The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code. The scheme is very visual, which allows our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day.



Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says 'It's Good to be Green!' and the children soon learn to associate being on Green with a feeling of having done the right thing. **If they are still on Green by the end of the day, the child is awarded a House Dojo.**



## Levels of Unacceptable Behaviour & Sanctions

To try and ensure consistency and clarity about appropriate sanctions for inappropriate behaviour, staff and children have agreed the following guidelines:

**These apply to behaviour at all times: in class, around the school and at playtime.**

Low level behaviours (those requiring non-verbal strategies or reminders)
<ul style="list-style-type: none"><li>• Shrugging shoulders/moaning/complaining</li><li>• Making silly noises/calling out/huffing/puffing/tutting/eye-rolling/talking over other people</li><li>• Messing about in the cloakroom/toilets</li><li>• Stamping feet</li><li>• Snatching/not sharing with others</li><li>• Putting heads down/no eye contact (not listening)</li><li>• Deliberately distracting others</li><li>• Swinging on chairs</li></ul>
Sanctions
<ul style="list-style-type: none"><li>• Informal gesture: eye contact, frown, gesture. Moving the child to a different seat.</li><li>• A private reminder about the behaviour we wish to see- inviting them to make the right choice.</li><li>• Giving the child time to make the right choice.</li><li>• Repetition of task or completion of work in own time.</li></ul> <p><b>For Reception:</b></p> <ul style="list-style-type: none"><li>• Talk to the child about their behaviour.</li></ul> <p><b>For years 1 - 6:</b></p> <ul style="list-style-type: none"><li>• Issue a 'Stop and Think' card and take off 2 Dojo points.</li></ul>
Yellow card
<ul style="list-style-type: none"><li>• Throwing a piece of equipment across the table to someone</li><li>• Running indoors</li><li>• Wandering around the classroom/off task</li><li>• Inappropriate language used when talking with peers</li><li>• Giving cheek/back chatting/being rude</li><li>• Deliberately poking/pulling/flicking</li><li>• General disobedience after a first warning</li><li>• Using others property without asking but being honest when questioned</li><li>• Ignoring instructions given</li><li>• Making rude gestures/signals/deliberately trying to make the class laugh</li><li>• Being unkind to others (name calling)</li><li>• Damaging school equipment</li><li>• Continual chatting during lesson time /talking in assembly</li><li>• Having shirt untucked</li><li>• Play fighting at break time/getting too boisterous</li><li>• Responding inappropriately to others in class</li><li>• Falsely accusing others/deliberately getting others into trouble</li></ul>
Sanctions
<p><b>For reception:</b></p> <ul style="list-style-type: none"><li>• Time out</li></ul> <p><b>For year 1 &amp; 2:</b></p> <ul style="list-style-type: none"><li>• Loss of up to 10 minutes of morning playtime.</li></ul> <p><b>For years 3 – 6:</b></p> <ul style="list-style-type: none"><li>• Loss of morning playtime or 15 minutes lunchtime</li></ul>

- Reflection sheet completed (see appendix) and child uses 'time' to try to make amends e.g. repairing property; re-doing work or apology letter.

### Red card

- If you are already on yellow and your behaviour continues
- Going out of the classroom without permission from an adult
- Fighting/deliberately hurting a child out of anger
- Stealing
- Insolence and defiance
- Deliberate and continual disruption
- Deliberate vandalism
- Arguing with adults or deliberately shouting out
- Inappropriate language used to offend/hurt others
- Throwing things in anger which could cause harm
- Deliberately hurting/injuring another child or member of staff

### Sanctions

#### For years R, 1 & 2:

- **1<sup>st</sup> Instance:**

Parents must be informed, over the phone, by the class teacher

Child misses the whole of morning playtime and up to 15 minutes off golden time.

Child completes a reflection form.

- **2<sup>nd</sup> Instance:**

After two red cards are issued in one term, the parents will be asked to come in and meet with the child and class teacher.

Child misses a lunchtime and writes a letter to parents informing them of the inappropriate behaviour that they have been engaged in.

- **3<sup>rd</sup> Instance:**

See below

#### For years 3 – 6:

- **1<sup>st</sup> Instance:**

Parents must be informed, over the phone, by the class teacher

Child misses at least one lunchtime and will write a letter to their parents informing them of the inappropriate behaviour that they have been engaged in.

- **2<sup>nd</sup> Instance:**

After two red cards are issued in one term, the parents will be asked to come in and meet with the child and class teacher.

Child misses two lunchtimes and will write a letter to parents informing them of the inappropriate behaviour that they have been engaged in.

- **3<sup>rd</sup> Instance:**

After three red cards are issued in one term, the parents will be asked to meet with the class teacher and headteacher.

The child will miss three lunchtimes and will lose their termly class reward.

All instances resulting in a red card will be recorded by the staff member contacting the parents.

### **Behaviour at Lunchtime:**

In order to ensure consistency at lunchtime, a designated Midday Supervisor will be responsible for overseeing behaviour at lunchtime, which warrants a sanction. This will be Mrs Galliers.

If a child displays inappropriate behaviour, the midday supervisor who witnesses this should inform Mrs Galliers of the behaviour and write it in the lunchtime book. Mrs Galliers will listen to the child's account and decide on the consequence, using the information above. At the end of lunchtime, Mrs Galliers will inform the class teacher if a card needs to be changed.

In the instance of a child needing a red card, Mrs Galliers will immediately consult with the Headteacher and also inform the class teacher.

### **Children with specific needs:**

Children who have particular needs or difficulties may have additional support and specific behaviour plans to encourage and develop good behaviour. This will however, still sit within our whole school guidelines.

### **Lack of homework and PE kit:**

Where a child forgets their PE kit or does not bring their homework in on time the reason will be identified. Where there is no plausible reason, the child will stay in for morning playtime as a consequence. If this becomes a regular occurrence the class teacher will speak to the parents to identify a solution.

### **Bullying**

Bullying is defined as:

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.' (Safe to Learn, DCSF 2007)

At Breachwood Green JMI we will use the following definition as a 'child friendly' version to ensure children fully understand:

'People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.'  
(Safe to Learn, DCSF 2007)

### **Racist Incident**

The Stephen Lawrence Inquiry report 2 recommended that a racist incident should be defined as: "any incident which is perceived to be racist by the victim or any other person".

This is the definition the school follows.

### **Homophobia**

Homophobia is the dislike or prejudice against homosexual people.

Incidents of bullying, racist incidents or homophobia may include:

- verbal and non-verbal abuse such as name-calling and racist/homophobic jokes, verbal threats, cyberbullying (e.g. through the use of mobile phone, text messaging or email), non-verbal abuse (e.g. mimicking an individual because of racial, language or cultural differences), or refusing to co-operate with others because of racial/cultural differences or homophobia;
- physical abuse, e.g. damage to individual's property, physical intimidation or physical assault, or where the victim, witness, or anyone else thinks there is racist motivation;
- other racially/homophobic based behaviour such as collusion with the racist/homophobic behaviour of others, inciting others to behave in a racist/homophobic way, racist/homophobic graffiti, displaying racist/homophobic insignia (e.g. wearing racist badges), possessing or distributing racist/homophobic materials, or attempting to recruit others to racist/homophobic organisations.

Issue date: February 2019

Review date: February 2020

### **Procedure to be followed:**

- Once an incident is identified as one of the above categories, an integrated bullying and racist incident record is completed by the Headteacher (see appendix 2). Meetings are held with all pupils involved and parents of both the victim and perpetrator are informed and kept up-to-date.
- Appropriate measures to resolve the problem are put in place and the perpetrator will be given up to 5 days reflection during their lunch hour.
- Under normal circumstances, these incidences will be dealt with internally. There may be some incidents of such a serious nature that the Headteacher should notify the local authority and seek support without delay. It is the responsibility of the Headteacher to make decisions about which incidents are of such a serious nature and record and report them appropriately; she may seek advice of the governors.
- Aspects of the bullying/racist/homophobic incidents that would suggest serious concern may include:
  - serious physical violence, e.g. needing medical attention, use of weapons
  - orchestrated bullying and harassment
  - repeated victim (a number of significant repeat experiences as a victim)
  - extremist group activity in school, e.g. distribution of literature and incitement to hate
  - extended absence related to bullying/racist incidents
  - media reports of bullying/racist incidents in the school
  - risk of attempted suicide/self-harm or other behaviour likely to suggest severe vulnerability
  - heightened parental concerns that bullying/racist incident(s) remain unresolved despite school action
  - formal complaints related to bullying or racist incidents

### **Power to use reasonable force (section 39 DFE Behaviour and discipline in schools)**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

If this is used for a child, parents must be notified as soon as possible and the incident should be recorded on CPOMS.

### **Staff Responsibility and Monitoring**

In accordance with the statements in this document:

All staff will have responsibility for the management of classroom behaviour, and share responsibility for the behaviour of children around the school (e.g. walking around the school, good manners etc). Some children may require an individual behaviour plan to outline specific strategies for managing and supporting behaviour. All staff should be aware of the specific strategies to be used for such individuals so that a consistent and agreed approach can be maintained. It is the class teacher's responsibility to ensure this is shared with all staff.

Lunchtime staff are expected to manage and support behaviour at lunchtimes.

The Headteacher will support and monitor pupil behaviour at all times, and will liaise with staff and parents whenever required.

### **Exclusion**

Where a child's behaviour is deliberately aggressive, either verbally or physically, the Headteacher and Governing Body reserve the right to use fixed term or permanent exclusion as a strategy for managing the situation. Reasons for exclusion include:

- physical assault;
- verbal abuse and threatening behaviour;
- bullying, including cyber bullying;



- racist or sexual harassment & abuse;
- sexual misconduct;
- drug and alcohol related abuse;
- damage to school or personal property.

Persistent disruptive behaviour including disobedience and violation of the school rules is also reason for exclusion. Any exclusion procedure will be carried out in line with the Local Authority guidance. When permanent exclusion is considered, there will be full consultation with the Local Authority.

### **Expectations for behaviour outside of school.**

Guidance now states that schools should set out what they will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a member of staff or reported to the school, including the consequences that will be imposed on pupils.

Teachers, in conjunction with the Headteacher, may give a consequence for misbehaviour when a pupil is:

- taking part in any school –organised or school related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school

Or for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school
- causing distress to another child at Breachwood Green School
- cyberbullying

A Behaviour Assembly will be held at least once a term to remind pupils of the school's systems. All staff are welcome to attend these.

### **Arrangements for monitoring and evaluation**

The governing body will evaluate the impact of this policy by receiving termly data from the Headteacher analysed by year group, gender and ethnicity on:

- which house colour won the reward and their chosen activity
- fixed-term and permanent exclusions – number of and analysis of behaviour
- number of reflections and analysis of behaviour
- instances of bullying and racial incidents, as reported on returns to the LA, and action taken
- support provided for the victims.

**Governing Body committee responsible:** Full Governing Body

**Review frequency:** Annually

**Based on:** written using guidance from 'Behaviour and Discipline in Schools' (DFE January 2016).

**Signed Chair of Governors:** *T Starkey*

**Date:** 05.02.19

**Signed Vice Chair of Governors:** *M Ross*

**Date:** 05.02.19

**Issued:** February 2019

**Review date:** February 2020



## Appendix 1 - Reflection Sheet

I have been asked stay in because I...

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This made the other person/people feel....

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Next time, I should...

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Name:

Date:

Class:

## Appendix 2

### Integrated Bullying and Racist Incident Record

For each incident please complete one form and return to the designated teacher for collation and monitoring.

#### 1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

\*See County Guidelines on Dealing with Racist Incidents

#### 2. Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved - please record where appropriate:
- adults as targets or perpetrators (A)
  - perpetrators from outside the school community (O)

Targeted/wronged/distressed person/s (including ethnicity)	Person/s giving offence (including ethnicity)

4. Description of incident(s)  
Please give a precise account including places, date, times and any witnesses.  
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

5. Action taken:  
Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
<i>Chair of Governors</i>		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers informed school by <i>letter/telephone/in person</i>		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		

'Offending person/s' parents/carers informed school by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
Local Authority: SEA/SIP, Bully advisor or MECSS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Reporting member of staff:

Name ..... Date .....