



BROCKENHURST CE PRIMARY SCHOOL & PRE-SCHOOL

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*"We Enjoy and Excel
In the Presence of God"*



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Behaviour Policy

Brockenhurst CE Primary School & Pre-School

Approved by:	Board of Governors	
Last reviewed on:	March 2024	
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Behaviour Policy

2024-2026

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Positive Behaviour is a necessary part of the provisions we make at Brockenhurst C of E Primary School to create an environment in which all members of the school community feel safe and secure.

1. Aims of our Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within our school community;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To raise children's self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and
- To encourage respect of property belonging to others

2. Expectations

At Brockenhurst C of E Primary School we will actively help children throughout the school day by:

- Providing a positive role model for the children by treating each other with respect at all times.
- Supporting the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Rewarding good behaviour.
- Providing encouragement and stimulation to all pupils.
- Treating all children fairly and apply this policy in a consistent way.
- Ensuring that children are aware of the school's golden rules and classroom codes.
- Teaching, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

3. Procedure and Practice

At Brockenhurst C of E Primary School, within our Christian context, all children are encouraged to:

- Develop self-discipline;
- Show consideration and respect for other children and adults;
- Show consideration and respect for the school, its property and its environment;

- Work together to maintain a happy co-operative family community;
- Be trustworthy and responsible;
- Be honest and fair;
- Treat their own belongings with care;
- Respect others' property;
- Respect and use equipment sensibly and safely;
- Be quiet and orderly in school;
- Behave safely and sensibly in the playground.

It is our policy to expect and value good behaviour and to have positive attitudes towards encouraging such behaviour. For this to be effective it is recognised that children understand the nature of appropriate behaviour and are taught what is unacceptable and anti-social, and why. Explaining and reasoning is at the heart of this policy.

All aspects of good behaviour should be encouraged not only in the daily life in school, but through an ethos of care, both of the individual and of the school as a whole 'family'. Every opportunity should be taken to show that good behaviour is recognised and valued, including at times of collective Worship, Religious Education and Personal Social & Health Education sessions, where moral issues can be raised and principled thinking can be encouraged. Development of such an ethos can be through the regular positive recognition of everyday acts of consideration, such as older children taking particular care of the younger. Regular recognition leads to the reinforcement of the importance we place on positive behaviour.

We use many aspects of Jenny Mosley's Behaviour Management Techniques, such as Circle Time and Listening Systems. We also use good practices used by the Educational Psychologist.

4. Encouraging Good Behaviour

We recognise that praise and encouragement are very effective rewards in promoting good behaviour and that they should be used at every appropriate opportunity.

We recognise that rewards may be for effort, for improvement in behaviour or for achievement at a level above that which is the child's usual norm. Agreed recognition is as follows:

- Praising the child and a special mention in celebration worship;
- Drawing it to the attention of the group or class;
- A reward sticker from a teacher with house points;
- A special display of a piece of work;
- Sending to the Head Teacher for a special sticker or house point;
- Mention to the parent at home time and praise;
- Special certificates and 'Golden Stars' given by a teacher/Head Teacher at Celebration Achievement Worship.

Where a child is having persistent problems in coping, the use of star or sticker chart can be effective as a positive tool to indicate progress in achieving a particular behaviour target. This would always be talked over with the parent. An educational psychologist may be consulted on behaviour management guidance. In all circumstances the Head Teacher will be notified and involved with any developments.

5. A Positive Approach

We believe that an effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Therefore, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that:

- Self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances help us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.
- Behaviour can change and that every child can be successful.

6. School Rules and Expectations

All children are encouraged to adhere to and abide by the following Golden Rules. These are displayed in pictures and texts around the school.

Do as you are told the first time

Do be gentle

Do be kind and helpful

Do work hard

Do look after property

Do listen to people

Do be honest

Do not hurt anybody

Do not hurt people's feelings

Do not waste your or other people's time

Do not waste or damage things

Do not interrupt

Do not cover up the truth

As well as the 'Golden Rules' every member of the school community should apply the following principles:

- *If you don't stop the inappropriate behaviour you are condoning it;*
- *You own your own behaviour.*

7. Safety

One aspect of good behaviour is that which is to do with the safe and orderly conduct of the school and which ensures the safety of both the individual and the school as a whole.

Our policy stresses that any behaviour is unacceptable if it endangers a child's own safety or that of others. There are specific areas which are out of bounds for play or without permission.

- The fire escape
- The pond
- The wooded area
- The front paths

8. General Behaviour

All staff are expected to manage the children with high expectations of appropriate behaviour. In order to promote this they should have clearly defined procedures for the management of the classroom, movement in class and the start and end of sessions and at lunchtimes. Procedures should be understood by, and agreed with, the children.

9. Rewards and Sanctions Overview

Rewards

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour. We use many aspects of Jenny Moseley's Behaviour Management Techniques and listening systems such as circle time, bubble time, think books and Boxes.

Included in the policy are suggestions for behaviour management techniques (see 'sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an individual behaviour plan detailing alternative rewards and sanctions.

We recognise that praise and encouragement are very effective rewards in promoting good behaviour and that they should be used at every appropriate opportunity.

We recognise that rewards may be for effort, for improvement in behaviour or for achievement at a level above that which is the child's usual norm.

Golden Time

"Golden Time" has been included in each class's weekly curriculum as part of our school positive behaviour policy.

With “Golden Time” children are rewarded for behaving well. Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and staff in school. “Golden Time” ensures that the children who behave well, which are the majority, are rewarded.

In this way, the message given to children is that if they are sensible, co-operative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum.

Children who break one or more of the rules in class or elsewhere in school or playground risk losing golden time minutes. They will be given a warning card to remind them of the golden rules and if they continue to break a rule teachers take golden minutes away.

Listening systems

In line with safeguarding and child protection guidance published April 2016 from ‘The Role of the Designated Safe guarding Lead’ “Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.” At Brockenhurst C of E Primary School has the following listening systems:

Circle Time

Circle time gives all children within the class setting to air their views in turn with a peaceful solution for all.

Bubble time

Every class will provide all children with the opportunity to participate in a private one to one discussion with the teacher or TA to help the child with a particular issue that is troubling the child. The adult is required to listen and take appropriate action as and when necessary.

Thinking books

For children who find it hard to verbally articulate their concerns/problems, all classes provide every child with a thinking book wherein the child may write/draw their problems/ fears/concerns. If the child wishes, they can also show these to their teacher or TA for discussion or action as appropriate.

Sanctions

Despite positive responses as a means to encouraging good behaviour in Brockenhurst C of E Primary School, it may be necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment

10. Minor Offences

In the case of minor offences - talking to an individual or group, or a gentle reminder to a class or the whole school is generally sufficient. The matter should be presented in such a way as to explain why it is unacceptable. All staff are expected to deal with minor behaviour problems in school with calm gentle reminders and a positive attitude. If the class/school rules are broken:

- Children will be given a visual or verbal warning by the class teacher, learning support assistant or mid-day supervisor;
- If behaviour continues, the child’s name is written on the board/or a warning card issued;
- If it continues then the child will lose five ‘Golden minutes’;
- If it still continues then send to another classroom (pre-arranged link) with activities/handwriting until end of lesson.

Removal of a child from a situation may be an effective method of preventing a recurrence of misbehaviour. This can be done by moving the pupil's position in the group, moving to a different table or by removal from the room with a classroom assistant for a brief "cool down" period. *(Children must never be sent out of the classroom unaccompanied as a sanction)*

11. Moderate Offences

A "No Blame" approach may be helpful if there is dispute over blame or over exactly what happened. Such an approach enables the whole incident to be talked over calmly and gives a chance to resolve problems. In the case of more serious offences, all staff can:

- activate the loss of break-time;
- activate the writing of a letter of apology to the person/s concerned or make a verbal apology;
- send a child to the Head Teacher for a serious discussion;
- speak to the parents, with or without child present;
- Staff need to inform the Head Teacher of the misdemeanour, sanction given and whether parents have been notified.

12. Serious Transgressions

There are some aspects of behaviour which are unacceptable:

- Violent behaviour;
- Bullying;
- Swearing or offensive language;
- Stealing others' property;
- Racial abuse or other discriminatory behaviour including gender based;
- Sexual abuse.

These are recorded in line with government guidance and policy.

Children are sent to the Head Teacher straight away in the above instances. The Head Teacher will investigate and then notify parents for their support with sanctions. In some instances the Head Teacher will consider temporary exclusion.

When a child's behaviour causes continual concern, the matter should be referred to external agencies for help. An IEP with behavioural targets will be drawn up to support the child, teacher and parent. We have adopted Hampshire's Behaviour Support Plan and would use this if and when necessary.

In the case of repetitive unacceptable or anti-social behaviour which seriously disrupts and affects the school community, the Head Teacher may consider exclusion. Reference should be made to the DFE guidelines on exclusions.

Staff are issued with the *DFE Guidelines on Use of Reasonable Force* updated July 2013 and *HCC Restrictive Intervention in schools* (July 2012, updated 2016) when given this policy. A copy of these Guidelines and the School Policy are available on request.

We seek the close co-operation of parents in matters of school behaviour and discipline and we respectfully ask parents to support our behaviour policy.

13. At Playtimes

The play equipment is used on a rota basis.

All children have access to some PE equipment and playground small and large games are available for all year groups to use, which are supervised by staff and play leaders.

After 3.15pm parents are requested to supervise their own children as teachers are not responsible for children after school hours. Club leaders follow this behaviour policy.

Teachers may adopt a range of strategies when dealing with any misbehaviour and it is expected that staff will use their knowledge of an individual child and of their usual behaviour pattern and take into account the nature of the seriousness of the offence when deciding on appropriate action.

A 'No Blame' approach may be helpful if there is a dispute over blame or over what exactly happened. Such an approach enables the whole incident to be talked over calmly and gives a chance to resolve problems. (Reflect, Respect, Resolve).

14. When child's behaviour causes continued concern

Where a child is having difficulties initially, the use of star or sticker chart can be effective as a positive tool to indicate progress in achieving a particular behaviour target. This would always be talked over with the parent. (An educational psychologist may be consulted on behaviour management guidance)

We offer an Emotional Support Assistants work when children require basic counselling care. We also embrace 'Nurture' which provides activities which support children with specific behavioural needs.

When a child's behaviour causes continued concern, the matter will be referred to external agencies for help. An IEP with behavioural targets will be drawn up with the Special Needs Co-ordinator to support the child, teacher and parent. We have adopted Hampshire's Behaviour Support Plan and would use this if and when necessary. In all circumstances the Head Teacher will be notified and involved with any developments.

All children are monitored to ensure positive progress is made.

In the case of repetitive unacceptable or anti-social behaviour which seriously disrupts and affects the school community, the Head Teacher may consider exclusion. Reference should be made to the DCFS guidelines on exclusions.

Staff are familiar with the Hampshire Guidelines on Physical Restraint July 2010, updated 2015. A copy of these Guidelines and the School Policy are available on request.

We seek the close co-operation of parents in matters of school behaviour and discipline and we respectfully ask parents to support our behaviour policy.

15. Bullying

Brookenhurst C of E Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information). A teacher may deal with any serious misdemeanour, but the Head Teacher must always be informed of any such misbehaviour.

This school believe that:

- Bullying is undesirable and unacceptable
- Bullying is a problem to which solutions can be found
- Seeking help and openness are regarded as signs of strength not weakness
- All members of the school community will be listened to and taken seriously
- Everyone has the right to work and learn in an atmosphere that is free from fear
- All of us have a responsibility to ensure that we do not abuse or bully others
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously
- Young people should be involved in decision making about matters that concern them
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

Our anti-bullying policy gives more detail on the types of bullying and how they may be dealt with, as well as emphasising that our school does not and will not condone or accept any form of bullying and will do all it can to prevent bullying and support the victim whilst supporting the perpetrator of the bullying.

All forms of bullying are recorded in line with government guidance and policy.

16. Spiritual, Moral, Social, Cultural and Personal Development of our Pupils

There are two representatives from each class who are members of the School Council. These meet once a week to discuss school issues which they collate on their own agenda. Basic minutes are taken. The children are supported by a teacher representative.

Our School Council aim is to help provide a caring atmosphere for all children at our school and to provide the opportunity for pupils' opinions and ideas to be shared with the rest of the school.

We encourage the School Council to take a pride in their school, to show respect to everyone and a commitment and responsibility to the well running of the school.

All other children know about and respect this philosophy and have faith that they can approach a School Council member when they need help with any aspect of school life, whether it be a classroom, lunchtime or playground matter.

Personal Learning Development PDL and Social and Emotional Aspects of Learning

These DCFS materials provide us with excellent materials to support our class groups with many interesting and exciting activities which support this specialist approach across the school. All staff have these materials available for use in the classroom and children enjoy their content.

Emotional Literacy Support Assistant (ELSA)

At present we have one ELSA in school who provides specialist support for children who need to be listened to and have the opportunity to talk through their problems. The ELSA runs a Lunchtime Club for children who find managing their own behaviour a challenge.

Pastoral Support Carer (ELSA)

At present we have two ELSA workers who can provide one-to-one specialist provision and counselling skills. A special area has been designated for nurture use with all vulnerable children. Play materials are used to coax a child to communicate to staff. Child Protection training is relied upon and updated. Advice from training is used to support any areas of concern.

8 Steps to successful behaviour in the classroom! The assertive discipline way!

1. Be positive
2. Remind and model a good example
3. Write name on board
4. First warning - use a warning card
5. Five minutes of Golden Time
6. Send to another individual table with egg timer
7. Send to another classroom which you have arranged a link with (each class should have a pack of work or handwriting activities to keep the child occupied)
8. Send child to a safe place for a 'cooling down' period, accompanied by a TA.

In case of **violent behaviour to swearing**, the child concerned is sent to the Head Teacher immediately.

The Head Teacher will investigate and then notify parents for their support with sanctions. The Head Teacher will consider temporary exclusion.

Children must never be sent out of the room unaccompanied as a sanction

A 'No Blame' approach may be helpful if there is a dispute over blame or over exactly what happened. Such an approach enables the whole incident to be talked over calmly and gives a chance to resolve problems.

Monitoring and Evaluating the Policy

This policy is subject to an:

- Review every three years
- All behaviour report; ie. Bullying, Racist and Behaviour logs will be reviewed annually.
- Annual monitoring concerning the policy's effectiveness will be recorded.

Roles and Responsibilities

Governors

- To ensure the Behaviour Policy is regularly reviewed, evaluated and implemented effectively
- To be part of the exclusions and appeals procedures as laid out in the policy

Headteacher

- To oversee the day to day management of pupil discipline and ensure policies and procedures are being followed
- To ensure information flows to staff, governors, parents and pupils in relation to pupil discipline matters
- To follow exclusion procedures in line with County Guidelines
- To monitor and evaluate the effectiveness of the policy and report back to Governors

Teachers

- To oversee the day to day management of pupil discipline for pupils in their teaching groups and ensuring that policies and procedures are being followed.
- To keep accurate records of behaviour incidents or accidents and report to the Head Teacher any incidents of poor behaviour that need to be followed up with parents

Support Staff

- To support teaching staff in the day to day management of pupil discipline
- To ensure policies and procedures are being followed
- To report to the class teacher any incidents of behaviour that need to be followed up
- To keep any behaviour or accident records as requested by teaching staff in line with the policy requirements

Lunchtime Supervisors

- To oversee the day to day management of discipline and welfare for pupils during lunchtimes
- To ensure policies and procedures are being followed
- To encourage children to complete their meals
- To initiate playtime games as appropriate and ensure children are using equipment properly
- To keep accurate records of behaviour incidents or accidents in line with policy requirements
- To report to the class teacher any incidents of poor behaviour that need to be followed up.

Pupils

- To keep the Golden Rules and follow school procedures
- Have a positive approach to learning
- Show respect for adults in the school and follow their instructions
- Be organised and prepared for school activities
- To report any incidents of poor behaviour or bullying to an adult
- To support their peers in trying to follow the Golden Rules

Parents

- To show positive support for the school in implementing the pupil discipline policy
- To keep the school informed of any matters that may affect their child's behaviour or attitude.
- To discuss with staff any issues arising from the policy or pupil behaviour, calmly, and with intent to find solutions and ways forward for all concerned