



BEHAVIOUR MANAGEMENT POLICY (including Discipline and Exclusions)

Date	Review Date	Headmistress	Proprietor
June 2021	June 2024	Zoe Sylvester	Brian Berkery

Rationale

The Government has the expectation that Schools provide a safe and structured environment in which teachers can teach and children can learn. It demands that:

- all children show respect and courtesy towards teachers, other staff and towards each other
- parents encourage their children to show respect and support the School's authority to discipline its pupils
- the Headmistress helps to create a culture of respect by supporting their staff's authority to discipline children, ensuring that this happens consistently across the School
- the Proprietor and Headmistress deal with allegations against teachers and other School staff quickly, fairly and consistently in a way that protects the children and at the same time supports the person who is the subject of the allegation
- every teacher will manage and improve children's behaviour effectively

In line with DFE requirements, the measures in this behaviour policy aims to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work
- regulate the conduct of children

Non-statutory advice *Behaviour and Discipline in schools (2016)* is a document to which the school has regard.

Introduction

One of our principal aims at Broadhurst School is to promote children's well-being, within a culture of praise and encouragement. By fostering a positive approach to discipline which underpins our caring environment, we promote and sustain acceptable behaviour and high standards of conduct. We ensure that children are consistently praised for correct behaviour and attitudes and given frequent reminders of what constitutes acceptable play. We promote friendly and co-operative interaction between children and staff. These high standards of behaviour are expected to be upheld by all children whether in school or on school trips.

All staff (teaching and non-teaching) work collectively with colleagues to manage and consistently promote good behaviour throughout the school. The children are given set boundaries of behaviour for their own safety and the safety of their peers. We aim to set these boundaries in a way that helps children to develop a sense of the impact and significance of their own behaviour, both in their own environment and those around them.

Any kind of bullying is unacceptable (see Anti-Bullying Policy). Our strategies are continually reviewed and amended as necessary.

Corporal Punishment is not used at Broadhurst School.

Physical restraint, such as holding, will only be used to prevent physical injury to self, other children and adults or damage to property. An event of this sort will be recorded and the parents or carers informed on the same day or as soon as reasonably practicable.

Due regard is made to the School's duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these children, see Equal Opportunities for Children and Staff.

Each Class sets its own rules through discussion in class.

Promotion of Good Behaviour

School Rules:

Our School rules help us to create a happy, caring and secure environment in line with our School aims.

At Broadhurst School we:

Use gentle hands
Use kind and polite words
Care for others and our School
Play sensibly and safely
Always try our best

To help promote good and acceptable behaviour:

- good manners and good behaviour are expected of every child at all times
- on school premises the children must walk all of the time; running is only allowed when playing in the garden
- children are encouraged to be responsible and safe on the stairs, listen to instructions from members of staff and are discouraged from talking while ascending or descending
- staff consistently notice and praise positive behaviour
- Staff make it clear that it is the behaviour which is unacceptable, not the child
- children are taught to recognise good behaviour in each other and are given opportunities to care for and help each other e.g. helping others at tidy up time
- classes have clear routines for certain activities e.g. story time, snack time, tidying up, getting ready to go outside
- Staff may praise children in close proximity to those behaving inappropriately in order to reinforce appropriate behaviour and manage low level inappropriate behaviour
- Staff may have a quiet word or a look to redirect behaviour
- staff may pose questions to enable children to decide the appropriate way to behave
- staff may use rewards including positive praise within the class, stickers and stamps responsibilities within the class e.g. snack helper

Support systems for children:

- children are supported to take responsibility for their own behaviour
- Staff play alongside children and model good behaviour
- Staff use 'Conflict Resolution' strategies to help children to develop ways to deal with any issues they may encounter
- Staff give reminders of the school and class rules and reinforce why we have the e.g. in Circle Times. Staff prompt children to follow expectations and gradually reduce the need for prompts
- staff give children suggestions as to how they may react to others or to certain issues
- staff support and encourage children to maintain attention and to stay on task
- staff support children to build resilience
- Staff support children through transition times e.g. using a visual timetable

EXPECTATIONS OF PARENTS

Parents play a crucial role in shaping the attitudes which produce good behaviour in school. It is their responsibility to provide their children with firm guidance and positive models through their own behaviour.

The way in which parents bring up their children is likely to have a significant effect upon their behaviour at school. It would thus not be reasonable for a school to be relied upon to be the sole means of instilling values, care for others and self-discipline within a child.

We would therefore expect parents to:

- provide guidance at home which will encourage attitudes on which good behaviour in school can be based
- ensure they set a good and consistent example to their children by their own behaviour
- support the school in the actions it takes to deal with anti-social behaviour

The education of children is a partnership between school and parents and we need each other's support. If a child has a pattern of behaviour that causes concern, parents/carers will be informed as soon as possible in order for school and parents to work in partnership to promote positive behaviour. We will work with parents to plan support for their child's development and invite parents to contact their child's teacher if they have any concerns or worries relating to their children's development and behaviour.

SANCTIONS - DISCOURAGING UNACCEPTABLE BEHAVIOUR

Sanctions applied in the case of unacceptable behaviour must take account of the age and stage of development of the child, be given at the time, be relevant to the action or actions and be fair.

- all children involved must be spoken to in a calm voice, preferably at their physical level
- where there is no doubt that one or more children are at fault, they should be addressed individually and given an explanation as to why their behaviour has been unacceptable and given remedial advice in adopting a more co-operative attitude
- a child should not be made a "scapegoat", have their wrong-doings broadcast, or be isolated
- on no account, should any physical punishment be administered
- all incidents should be logged by the Class Teacher in the Incident/Accident book and discussed as soon as possible with the Headmistress
- excessive teasing or bullying will not be tolerated and the Class Teacher or Headmistress will make clear the unacceptable nature of the child's behaviour and the consequence of any repetition
- in case of serious misbehaviour, such as racial or other abuse, the unacceptability of the behaviour and attitudes will be made clear immediately, by means of explanation rather than personal blame
- children need to be introduced to the concepts of right and wrong from an early age, so that moral behaviour becomes an instinctive habit. This is integrated into the school's PSED Scheme of Work
- all members of staff are expected to be vigilant in ensuring that any instances of 'bullying' are dealt with as they are witnessed or reported

Minor breaches of discipline are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child. Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Normal sanctions are inclusive of an oral reprimand and reminder of expected behaviour, loss of a special 'fun' activity, moving to a quiet space or another room to discuss the behaviour, writing a letter of apology, and loss of a responsibility.

Procedure to Follow:

- warning- any child will be taken from the area/away from others by a member of staff who will quietly talk/discuss the troublesome behaviour and why they behaved that way
- see class teacher or senior member of staff
- see Headmistress
- parents to meet Headmistress

All staff must ensure that any sanctions used are proportionate and consider the context of the issue and personalities (including individual needs), involved in the incident that they are dealing with. If a child has a specific behavioural issue this may be discussed with the SENDCo and form part of their individual plan.

There will be a close monitoring of behaviour issues with parental interviews and the Headmistress will deal with incidents deemed to fall outside the boundaries of acceptable behaviour. In exceptional circumstances, it may be necessary to exclude a child but we always try to support every child and emphasise the importance of being valued as an individual within the group. (See Discipline & Exclusion Policy).

The School's definition of 'serious misbehaviour', includes exclusions and disciplinary meetings involving parents.

Any serious incidents will be recorded on the child's personal file.

The School has a register of sanctions imposed for serious misbehaviour. It includes the entries the pupil's name and class, the nature and date of the offence, and the sanction imposed and to centralise the record, so that patterns can be identified by the school and also by inspectors.

Conflict Resolution Strategies

The ABC of Behaviour

This is a useful way of thinking about why a child is behaving in a certain way. It starts with the premise that the majority of behaviour is rational. It is optimistic – if a behaviour has been learned, it can be unlearned. The ABC model suggests that behaviour can be understood in terms of:

A Antecedents:

- what happened immediately before the misbehaviour and the events that led up to it?
- what was the provocation, who did or did not say, what?
- what was the setting for the behaviour? Is it always at the same activity, with the same child, or children?
- does it always happen at certain times of the day or on the same day of the week?

B Behaviour

- what precisely did the child do?

C Consequences:

- what happened as a result of the behaviour?
- how was the problem dealt with?
- what did the others do?
- how did they react?

Remember that the consequences might be reinforcing the undesirable behaviour, for example, gaining adults' attention, peer approval, avoiding disliked activity. The main question to ask is 'what is the child getting out of behaving like this?'

Conflict Resolution Through Discussion

- Approach calmly and with an open mind
- Get down to child's level
- Acknowledge their feelings 'I can see you are angry/sad/upset/annoyed'
- Gather information from both sides 'What's the problem?'
- Restate the problem 'So, the problem is.....'
- Find out what happened, listening calmly to both sides 'What happened?', 'Why/how did that happen?', 'How did that make you feel?', 'How would that make you feel?'
- Ask for the solution and choose one together 'I wonder what we can do to solve the problem/help you feel better?', 'What could you do to help?' (avoid silly or naughty girl/boy-criticise the behaviour not the child)
- Be prepared to give follow up support - keep an eye out for what happens next and give further support if required e.g. modeling language to use
- Follow up 'Has that helped?', 'How do you feel now?', 'What could you do next time?'

Teaching Incompatible Skills

This should be the first strategy to consider when attempting to manage challenging behaviour. The most effective, and least restrictive, way of dealing with any kind of disruptive behaviour is attempting to increase the frequency of any kind of activity that is in opposition to the problem behaviour.

- Problem behavior- new skills to be taught and rewarded
- Snatching things- make appropriate requests
- Pushing other children- play a game with one or two children
- Slamming doors- shutting doors quietly

REMEMBER – Whatever strategies you use to manage inappropriate behaviour you must be consistent in your approach

DISCIPLINE AND EXCLUSIONS

The School believes that in order to enable effective teaching and learning to take place good behaviour in all aspects of school life is necessary. We seek to create a caring learning environment by:

- creating an environment which encourages and reinforces good behaviour

- defining acceptable standards of behaviour
- encouraging consistency and fairness in response to both positive and negative behaviour
- promoting self-esteem, self-discipline and positive relationships
- ensuring that the School's expectations and strategies are widely known and understood
- providing a safe environment free from disruption or bullying
- encouraging the involvement of both home and school in the implementation of this policy

We believe that the school has a central role in the children's social and moral development just as it does in their academic development. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. Mrs Zoe Sylvester, the Headmistress, is the named practitioner responsible for behaviour management for these children.

All schools have the legal right to impose reasonable sanctions if a child misbehaves. Physical punishment is illegal; but DFE guidance (referred to below) advises that sanctions that a school might use include: a reprimand, a letter to parents or guardians, removal from a class or group, loss of privileges, confiscation of a possession that is inappropriate in the classroom, or exclusion; please see the Behaviour Policy for the way that sanctions are implemented at Broadhurst School. Exclusion, whether a temporary suspension or a permanent expulsion, is the last resort; exclusion is used only in the most serious circumstances.

The Behaviour Policy details the rewards employed by the school to reinforce good behaviour and sanctions to deal with unacceptable behaviour. The sanctions range from a verbal warning to suspension and expulsion. This policy deals with Exclusion and the stages of the Behaviour Policy.

Sanctions

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. Our Behaviour Policy states these boundaries clearly and firmly.

Major breaches of discipline are physical assault, deliberate damage to property, stealing, verbal abuse, refusal to work and disruptive behaviour in class.

Broadhurst School has a standard procedure for serious breaches of discipline. Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school.

Procedures for Dealing with Major Breaches of Discipline

- an oral warning to the child, by the school, concerning future conduct. This warning should always be re-iterated to the child's parents and a note of the warning should be made by the staff
- a letter to parents informing them of their child's unacceptable behavior
- a meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behavior
- a case conference with parents
- all major breaches of discipline should be noted in the Incident Book and raised at the next SMT meeting

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their children emphasising that they support the rules.

Attending Parents' Evenings and Parent's functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Care and Control of Children

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

If there is a need for sanctions, the following may be invoked, depending on circumstances;

- sanctions should relate, when possible, to the cause of the poor behaviour.
- redirect to another activity
- talk to the child - discuss what has happened
- discussion in groups or whole class
- move the child from the group to work on his/her own
- complete unfinished or defaced work
- miss break time with other pupils (but must, of course, be supervised)
- remove child from the class – place with Headmistress in another class
- parental involvement
- daily report

Serious incidents are recorded in the Incident Book. Any serious incidents will be reviewed by the Headmistress and Deputy Head.

Incident Book

This is used to record:

- any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- loss, theft, or damage to property
- any other incidents or matters of a serious nature

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest.

Challenging Behaviour

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding.

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint may be necessary. The child is removed and taken to the Headmistress or Deputy Head. This will be recorded and parents informed the same day or as soon as reasonably practicable. The situation is discussed with the member of staff and parents to devise an action plan to meet that child's and the school's needs.

Behaviour Modification

At our School the majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our Behaviour Policy of rewards and sanctions, all staff use behaviour modification strategies to change an individual child's behaviour. Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

Various rewards are used to reinforce positive behaviour:

- change in classroom organisation
- using different resources such as rewards of stars/smiley faces on work, on charts and in special books
- use of special stickers for such things as listening, being kind, helpful, and so on
- commenting on a child's good behaviour to other children
- involving parents at an early stage to co-operate on an action plan

By using a positive system of rewards and reinforcing good behaviour, our School fosters children's positive self-esteem.

Headmistress:

Date: