

# Brookland Junior School

*'Be Kind, Be Respectful, Be the Best that you can be'*

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## Behaviour Support Policy



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| <b>Date:</b> September 2023               | <b>Last reviewed:</b> March 2021 |
| <b>Written by:</b> Mandeep Barton         |                                  |
| <b>Approved by:</b> Governors             |                                  |
| <b>Next review due by:</b> September 2024 |                                  |

## **This policy should be read in conjunction with:**

- Keeping children safe in education 2023
- Dfe guidance - 'Behaviour in schools' (September 2022)
- DfE guidance – 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (September 2023)
- DfE guidance – Mental health and behaviour in schools (November 2018)
- Anti-bullying policy

## **Introduction/Rationale and Ethos**

Brookland Junior School is a caring, inclusive and supportive school. Our behaviour policy reflects the aims of the school and is a whole school policy, which is supported and observed by all members of the school community. This policy also outlines the strategies that the school uses to support children and young people in managing their own behaviour and that enable staff to act safely and with confidence.

**As a Gold Rights Respecting school, in conjunction with our Brookland Best, we place the rights of each child at the centre of our school ethos. All pupils and staff have the right to learn and work in a safe, supportive and respectful environment.**

**UNICEF Article 28 - Children have the right to an education. Dignity in school should respect children's human dignity.**

At Brookland Junior School we seek to provide stimulating, varied and challenging experiences which inspire in all our children a lifelong zest for learning, so that they can become the best they can be, academically, socially, creatively and physically. Our children are encouraged to become confident, self-motivated and independent learners who take responsibility for their own development. We value all our children as individuals, and nurture in them respect, kindness and compassion, in order that they can take their place as responsible local, national and global citizens.

The school is at the heart of the local community, and staff, parents, pupils. Governors and community members' work in close partnership to create a welcoming, happy and productive environment.

At Brookland Junior School, we are committed to adopting a therapeutic approach to behaviour, which is underpinned by Hertfordshire's Therapeutic Thinking (further details in Appendix A). This approach aims to create an environment where all members of our school community have the right to feel welcome, safe, supported and valued. As part of our therapeutic thinking approach, all members of the school community are responsible for promoting pro-social behaviours, self-discipline, and respect and to recognise the rights of the child.

High expectations of behaviour extend throughout school and are supported by all staff. Our approach enables us to understand and work with children and to create pro-social feelings for everyone within the dynamic.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education. We use a therapeutic approach to teach children pro-social behaviours so that these become intrinsic and to recognise the outcomes of their choices. All staff aim to enable children to develop a sense of belonging and sense of worth. This in turn will support them in developing strategies they need to help them make decisions about how they will behave and deal with the consequences of the choices they make.

This behaviour policy is designed to support the majority of children in our school. It is underpinned by the model of inclusion circles, with an understanding that some children may require strategies that differentiate from the policy.

## **School Vision and Values**

Our school values are:

**Be Kind**

**Be Respectful**

**Be the Best you can be**

We expect all members of our community to adhere to these values.

### **What 'Being Kind' looks like in our school (this is not an exhaustive list)**

- Using kind words when too or about one another
- Supporting and helping each other
- Keeping our hands and feet to ourselves

### **What 'Being Respectful' looks like in our school (this is not an exhaustive list)**

- Listening when others are speaking
- Using a respectful tone when speaking to one another
- Saying please and thank you

### **What 'Be the best you can be' looks like in our school (this is not an exhaustive list)**

- Giving all learning a go, even if it is a little challenging
- Following all our school values

## **Our non-negotiable behaviours**

- Children being in correct uniform, whether school or PE uniform at all times
- Children walking around the school premises (expect when playing at break and lunch times)
- Children walking around the inside of the school silently so not to disturb lessons which are taking place
- End of break and lunch times – first whistle freeze, second whistle walk to the line, 3<sup>rd</sup> whistle silent in the line ready to walk back to class.

## **Pro-social Behaviours**

In our school we promote pro-social behaviours and feelings. All adults are expected to be positive role models who support/teach pupils to act in a pro-social way.

Positive human beings are those who set out not to belittle or control others, but to empower them and to help them to see their mistakes as opportunities for learning. We should seek to apply this idea to the way in which we interact with the children of our school.

**This may include:**

- Welcoming children with a big smile at the beginning of the day
- Ensuring we provide children with positive feedback
- Modelling positive behaviour (e.g. in the way we treat others)
- Expecting good manners, but also acknowledging it and thanking children for it when they are polite
- Supporting children's emotions when they are having difficulties in regulating them, showing them that they have positive options in difficult situations.

## **How pro-social behaviours are recognised in our school**

- Teachers must actively look for and acknowledge pro-social behaviours
- Teachers recognise and celebrate all pupils' individual successes, no matter how small they may seem
- The use of private praise e.g. conversation between staff and pupils or a phone call/email to parents
- Headteachers' Awards (certificates) presented to pupils in class to recognise and celebrate children who show our school values. There is a certificate for 'Being Kind' 'Being Respectful/Rights Respecting' 'Be the best you can be' 'Being a risk taker'
- House points – each child and adult in the school have been allocated a house (Amber, Emerald, Ruby or Sapphire). Children can achieve house points for showing one of the Brookland values or showing they have gone above and beyond in something. House points can never be taken away once awarded.
- Being sent to the headteacher or deputy headteacher – where children have excelled in their learning (excelled from their academic level) with their book to receive a sticker.
- Pro-social behaviour and anti-bullying themes are an integral part of our assemblies and contribute to the ethos of the school. Assemblies will contribute to the development of self-esteem and caring for others.
- Themes set out by Unicef's Rights of the Child are taught discretely once a week in the classroom and should be evident in weekly planning.
- The school has an Online policy, which contains specific detail relating to the expected behaviours associated with the use of technology, by pupils and staff.
- CPOMS is used to keep a log of all behaviour incidents including pro-social behaviours.

## **Anti-social Behaviours**

There will be occasions where children's behaviour choices require further strategies and possibly a consequence, depending on the anti-social behaviour displayed. We follow a behaviour ladder (below) which instructs all staff what strategies/consequences we use if a child displays anti-social behaviours.

We believe in two forms of consequence:

**Protective consequence** – the removal of a freedom to manage harm

Examples:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations / No availability of certain areas
- Differentiated teaching space
- Suspension
- Exclusion

**Educational consequence** – the reflecting, learning, rehearsing and teaching so the freedom can be returned.

Examples:

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Research
- Restorative meetings

### **Recording and Reporting arrangements**

All records of incidents of anti-social behaviour (level 2 and above on the behaviour ladder) are logged on our online system, CPOMS.

**Staff are to ensure that all level 2 & 3 incidents are logged and details recorded via CPOMS the same school day.**

CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.

The Headteacher keeps a record of any pupil who receives a fixed-term suspension or permanent exclusion. Racial and homophobic incidents are recorded on specific forms and reported to the Governing body termly.

# Brookland Junior School

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| Levels of behaviour                                      | Examples of anti-social behaviours   | Protected/Educational Consequences   |  |
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|  |  | In Classroom   | Outside of the classroom   |
| <b>Level 1</b><br><br>(Low level anti-social behaviours) | <ul style="list-style-type: none"> <li>• Calling out / talking over others</li> <li>• Disruption to others</li> <li>• Time delaying</li> <li>• Unwillingness to remain on task</li> <li>• Reluctance to follow instructions which are given to stop level 1 behaviours (refusal/defiance)</li> <li>• Non-compliance with general class expectations e.g. not lining up in a line, swinging on a chair</li> <li>• Using school resources and equipment incorrectly</li> </ul> | <p><b>Step 1:</b> Non-verbal warning- look or gesture followed by "Thank you."</p> <p><b>Step 2:</b> Polite reminder (Verbal warning): "[Name] Listen, thank you."</p> <p><b>Step 3:</b> Child offered a choice to work in an alternative place within the classroom. Self-regulation time if needed</p> <p>Relevant intervention and support offered including a restorative debrief with Class Teacher or TA.</p> <p><b>Step 4:</b> Child moves to a space inside (LKS2) and outside (UKS2) a neighboring classroom (within year group) for 10 minutes with their learning (timer used).</p> | <p><b>Step 1:</b> Non-verbal warning- look or gesture followed by "Thank you."</p> <p><b>Step 2:</b> Polite reminder (Verbal warning): "[Name] Listen, thank you."</p> <p><b>Step 3:</b> Child offered a choice to play somewhere else on the playground. Self-regulation time if needed</p> <p>Relevant intervention and support offered including a restorative debrief with member of staff on duty.</p> <p><b>Step 4:</b> Child sent to year group lead for 10 minutes (timer used).</p> |

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| <p><b>Level 2</b></p> | <ul style="list-style-type: none"> <li>Continuation of level 1 anti-social behaviours after level 1 consequences</li> </ul> <p><b>Or a single incident of:</b></p> <ul style="list-style-type: none"> <li>Physically or emotionally hurting another deliberately (a single occurrence)</li> <li>Verbal or physical retaliation</li> <li>Name calling</li> <li>Not speaking respectfully to peers/adults e.g. answering back and not following instructions e.g. to leave the classroom</li> <li>Deliberate damage to school or personal property</li> <li>Throwing objects around a classroom</li> <li>Verbally threatening</li> <li>Not using outdoor equipment properly and safely e.g. flipping on the trim trail</li> <li>Play fighting</li> <li>Inappropriate behaviours in the dining hall, e.g. throwing food, touching others food or using cutlery in an inappropriate manner</li> </ul> <p>Physically can be defined as but is not restricted to the following: Punching, elbowing, kicking, slapping, head-butting, kneeling, grabbing and pulling – anything which involves touching another person/</p> | <p><b>Step 5:</b> Internal suspension - Child moves to a space outside of the classroom of SLT in the neighboring year group for remainder of the session.</p> <p><b>Step 6:</b> Internal suspension - Child moves to space outside of the classroom of SLT in neighboring year group for the remainder of the half day/full day.</p> <p>Meeting with parent and child to decide on course of action (Class teacher and SLT up to Step 6)</p> <p>For persistent Level 2 behaviours, complete STEPS paperwork (early prognosis and roots and fruits) with behaviour lead or SENDCo</p> | <p><b>Step 5:</b> Internal suspension - Continued level or 2 behaviour child to miss the rest of that break or lunch.</p> <p><b>Step 6:</b> Internal suspension - Child misses that and the next session of break or lunch.</p> <p>Depending on incident, internal suspension may result in missing class time (e.g. inappropriate language)</p> <p>Meeting with parent and child to decide on course of action (Class teacher and SLT up to Step 6)</p> <p>For persistent Level 2 behaviours, complete Therapeutic Thinking paperwork (early prognosis and roots and fruits) with Therapeutic Thinking Tutors</p> |
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| <h2>Level 3</h2> | <ul style="list-style-type: none"> <li>• Continuous breach of level 1 or level 2 anti-social behaviours despite staff/ intervention and support</li> <li>• Inappropriate language - swearing and persistent rudeness</li> <li>• Defiance towards any adult when they are giving instruction e.g. walking away, inappropriate language being used or putting yourself or others in an unsafe situation</li> <li>• Absconding from the school building and/or premises</li> <li>• Putting yourself or others in a dangerous situation</li> <li>• Use of racist/sexist/homophobic/transphobic/discriminatory language</li> <li>• Sexualised behaviour, including language, words and physical actions</li> <li>• Serious physical/emotional harm</li> <li>• Use of social media to send inappropriate language, messages or media on the school's site.</li> <li>• Any use of phone on school site or deliberately not handing in your phone when in school</li> <li>• Deliberate serious damage to school or personal property</li> <li>• Bringing in, physically threatening or using a weapon</li> </ul> | <ul style="list-style-type: none"> <li>• Where any consequences from level 2 have not had an impact over time or for an isolated serious incident, the following procedures should be followed:</li> <li>• Internal Suspension- Persistent level 2 behaviours demonstrated will result in internal exclusion for up to 5 school days</li> <li>• Fixed Term External Suspension- Between 1-3 days at the discretion of the Headteacher for repeated level 2 behaviours and Level 3 behaviour. Exclusions beyond 3 days will be based on continuing threat to the safety of the child or others</li> <li>• Permanent Exclusion</li> </ul> |
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- **All level 2 & 3 incidents to be reported via CPOMS the same school day.** CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.
- Parents to be informed following all Level 2 & 3 incidents. Level 1 incidents will be reported to parents at the discretion of the teacher
- Staff will exercise professional judgment at all times to ensure responses are appropriate and proportionate to the behaviour.
- Staff will ensure that a child is not repeating their story unnecessarily. Staff will listen and decide on relevant consequences or refer to the relevant adult in school that needs to decide the consequences.
- **NB: Depending on the anti-social behaviour, some incident may results going straight to a fixed term suspensions (either internally or external) or a permanent exclusion**



## **Appendix A**

### **Hertfordshire Therapeutic Thinking**

This policy is underpinned by Hertfordshire's Therapeutic Thinking, a key part of Hertfordshire Behaviour and Attendance Strategy. Hertfordshire THERAPUTIC THINKING is a therapeutic behaviour management approach, which adopts the following principles:

- Shared focus on inclusion of all children within the school
- Shared values and beliefs across communities
- Shared communication, diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

All staff have received Hertfordshire THERAPUTIC THINKING training and we will continue to update this regularly.

#### **Underpinning our approach through Hertfordshire THERAPUTIC THINKING:**

- Negative experiences create negative feelings.
- Negative feelings create negative behaviour.
- Positive experiences create positive feelings.
- Positive feelings create positive behaviour.

#### **We need to plan for 4 phases of behaviour:**

- Pro-Social (Stable)
- Escalation Harm
- Emotional Recover (Cool Down)
- Reflect, Repair & Restore

When pupils are well engaged and learning, we need to '**catch them getting it right**'. This can be by recognising and rewarding their efforts through praise, merits, charts, certificates, or anything, which has meaning for the individual pupil.

Pupils should also be made aware that their pro-social behaviour can be rewarding in itself and also brings about positive experiences and feelings in others.

#### **Children and Young People 'learn behaviour' through:**

- Relationships with adults and peers
- Patterning and copying
- Reminding
- Repetition and structure
- Clear agreed boundaries
- Praise and reward when successful
- Comfort, when not successful with reflection and opportunity to repair and restore relationships

#### **Pro-social behaviour will be developed through:**

- **Relationships** - Having positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- **Role Modelling** – Using words and actions that mirror the responses we are trying to encourage in children.

- **Consistency** – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- **Scripts and Routines** – Using agreed words and actions, which are likely to be most effective in achieving the desired outcome for an individual.
- **Positive Phrasing** – Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.
- **Planning** – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise. (Roots and Fruits diagrams; anxiety mapping; inclusion circles and behaviour plans support this.)
- **Reward and positive reinforcement**
- **Comfort and forgiveness**
- **Kindness**

We will also ensure that in our planned curriculum delivery, pupils have positive experiences of learning that is well matched to their needs and learning styles which is in line with the vision of the School.

It is essential that staff know how to promote pro-social behaviour, understand and manage difficult or dangerous behaviour, and have an understanding of what behaviour might be communicating. All staff will focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

#### **De-escalation Script when a child is in crisis**

Brookland staff recognise that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child as being 'in crisis' rather than saying 'kicking off', 'stopping' or 'playing up'. When a child is in need of support before, during or after a 'crisis', the aim is to disempower and distract from the anti-social behaviour. Using a consistently calm approach, staff will use the following scripts to respond to children:

- *[Child's name]*
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Staff will use these phrases repeatedly until the child has deescalated their behaviour and are ready for a discussion.

In all instances, there will be an opportunity to repair, reflect and restore relationships through a discussion with the child. The timing of this conversation will depend on the emotional recovery of the child. However it must be a certainty that this will take place.

### **Movement around school**

We expect movement around the school to be calm and safe. Children and staff are expected to walk on the left hand-side of the corridors. Adults should encourage this and it is every adults' responsibility to address the issue if they see any child running.

**Reminder: some children will have a separate plan that may involve alternative arrangements**

If behaviour persists then the class teacher should arrange a meeting with the parents to discuss targets and ways forward to support the child.

**If a child refuses to follow the Therapeutic Thinking...**

### **Positive phrasing and limited choice**

When responding to children, staff will focus on what the child should be doing or the desired outcome to make expectations clear. Examples are:

- Look and listen
- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair
- *Thank you*

In order to support pupils effectively, teachers will help children by giving limited choices in order to achieve the desired outcome. Examples are:

- Where shall we talk, here or in the library?
- Put the pen on the table or in the box.
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

### **Physical Interventions**

- Staff will take Therapeutic Thinking in advance to avoid the need for restrictive physical intervention through dialogue and diversion
- Only the minimum force necessary will be used
- Staff will be able to show that the intervention used was a reasonable response to the incident

When the use of restrictive physical interventions may be appropriate:

- Restrictive Physical Interventions will be used when all other strategies been considered and therefore only as a last resort
- There are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger and extreme urgency
- To comfort a student in distress (so long as this is appropriate to their age and understanding)
- To gently direct a person
- For activity reasons (for example in drama, physical games)
- To avert danger to the student, other persons or significant damage to property
- To prevent a person from committing a criminal offence
- To prevent a person from injuring self or others
- To prevent or stop a person from causing serious damage to property
- To stop the person from engaging in any behaviour that is prejudicial to maintaining good order and discipline

Procedures are in place for supporting and debriefing the student after every incident of restrictive physical intervention, as it is essential to safeguard the emotional well-being of all involved at these times

### **Enrichment Activities**

Theatre groups, class visits etc... are an entitlement and therefore children must not be withdrawn from them as a punishment. However, the HT reserves the right to exclude any child from an enrichment activity if his/her behaviour is likely to compromise the safety of themselves or others. This decision must not exclude due to specific needs and disability (refer to the Inclusion Policy).

### **Inclusion**

At Brookland Junior School, we are focused on ensuring that all children have access to and an enjoyment of the curriculum. Where behaviour, emotional or social skills restrict access, then a program of intervention will be put in place (small group support –Wave 2). Where this support does not meet the child's needs, Wave 3 (specific to a child) provision will be put into place and a referral for external advice and/or support from another agency will be made. These decisions will be made in conjunction with the parents, class teacher, Inclusion Leader and/or HT.

Our behaviour policy is the plan for the majority of children. In addition, some children may require an Individual Risk Reduction Plan to formalise strategies that differentiate from policy.

In exceptional circumstances, it may be necessary to seek expert advice from external agencies which results in personalising behaviour related sanctions and consequences to meet the specific needs of a child.

### **Systems for the start of the academic year**

Prior to children beginning in their new classes in September, a comprehensive handover from prior class teachers takes place to ensure transition is smooth and that new members of staff have full records of children's history. As part of the transition, staff use the inclusion circles model. In addition to this, teaching assistants also complete a handover of children they work particularly closely with.

### Pupils' Conduct outside the school gates

***\*Please note this is taken from the DfE Guidance "Behaviour in schools" (September 2022) and terminology used is not strictly in-line with what we promote in school.***

As stated by the DfE:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Staff are expected to respond to non-criminal bad behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school.

Subject to the behaviour policy, teachers may discipline pupils for: misbehaviour when the pupil is:

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

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

- could have repercussions for the orderly running of the school
- or pose a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

## Appendix B Responsibilities

### **The Governors will:**

- Monitor that the school's behaviour policy is implemented fairly and consistently and is regularly reviewed.

### **The Leadership Team will:**

- Ensure that the school's behaviour policy is implemented fairly and consistently by all staff across the school.
- Model respectful behaviours in front of the children
- Regularly evaluate the systems for promoting positive behaviour and for minimising/responding to unacceptable behaviour
- Guide and support staff in behaviour management
- Act as a point of escalation where it is deemed necessary
- provide additional targeted support for children with social, emotional and behavioural difficulties
- Work alongside parents to secure and promote positive behaviour

### **All staff will:**

- Follow school policy when dealing with any behaviour
- Work in partnership with parents and carers to promote positive behaviour
- Model respectful behaviour in front of children
- Ensure advised provision is implemented consistently
- Ensure that all children have access to a relevant, broad and balanced curriculum, with appropriate differentiation, in order to promote positive attitudes to learning and behaviour choices
- Reward and celebrate positive behaviour
- Share responsibility for behaviour management across the school
- Communicate effectively with parents concerning their children's behaviour
- Praise and promote pro-social behaviours through positive feelings as a result of positive experiences

### **All Children will:**

- Respect one another, themselves and all adults
- Make pro-social behaviour choices
- Respond to situations in the correct way preventing them from acting in retaliation
- Keep themselves and others safe in order to learn as best as they can

### **All parents/carers will:**

- Support the schools behaviour policy principles, ethos and work in partnership should any challenges arise
- Model respectful behaviour in front of children at all times
- Praise and promote pro-social behaviours through positive feelings as a result of positive experiences