



September 2023



Behaviour Management Policy

RATIONALE

We believe that good behaviour is essential in providing high quality learning experiences in a stimulating and supportive environment. Good behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

The learning environment is the shared responsibility of all staff of the school. A whole school approach to promoting positive behaviour is fundamental to the ethos of the school. All staff should be consistent in their approach and act as good role models for the children.

All adults working in the school are responsible for promoting a positive, supportive, calm and purposeful environment.

- The policy will be reviewed regularly with staff, children, parents and governors.
- All duties and procedures are followed with due regard given to the school's PSHE, Safeguarding and Child Protection, Anti-bullying, Child-on-Child Abuse, Equal Opportunities, Health and Safety, SEN and Inclusion, Home-School agreement policies.
- The policy will be highlighted for staff, children and parents each year and will form the focus of assemblies and PSHE. We teach and expect tolerance and respect particularly toward different backgrounds or needs.
- Any incidences of bullying are rare and dealt with seriously in accordance with the Anti-bullying policy.
- All Brookland children, staff and visitors are required to follow this policy consistently.

EQUAL OPPORTUNITIES AND INCLUSION

It is the right of all children, regardless of their gender, ethnicity, religion, physical disability, ability, linguistic, sexual orientation, gender identity, cultural or home background, to have high quality learning experiences in a stimulating and supportive environment where prejudice and stereotypes are challenged and where there are high expectations of achievement for each individual. We recognise that certain groups and individuals may be discriminated against and therefore are strongly committed to positive action to remove and challenge discrimination in all aspects of the school and its work.

AIMS

Through the promotion of positive behaviour, we aim:

- To provide an emotionally supportive and safe environment where all children can learn and develop as effectively as possible.



- To promote an atmosphere of politeness, trust, honesty and fairness both within friendship groups and the whole community.
- To enable the children to become emotionally intelligent in order to support their mental wellbeing.
- To ensure clear and specific rewards, sanctions, routines, structures and expectations are in place.
- To ensure all expectations and structures are understood by all members of the school community and are implemented consistently.
- To help children understand what is right and wrong and encourage them to take responsibility for their own actions.
- To enable children to develop self-esteem, respect of others, tolerance and compassion.
- To encourage all members of the school community to take responsibility for the care and safety of others, their property and the environment.
- To minimise incidents of bullying and help ensure that any incident of bullying is dealt with effectively.
- To support staff in teaching and managing children with more serious behaviour difficulties.
- To work in partnership with parents and families to encourage the expected behaviour at the school.

Reasonable and proportionate sanctions will be used where a child's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

We recognise that when children behave in a way that may challenge us the child is trying to communicate something with us. We need to question why they're behaving in this way and consider where the behaviour comes from and what the message behind the behaviour might be.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues or other needs or vulnerabilities, and will address these needs via an individualised graduated, approach.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and children are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of the children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop children's knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for children's health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour, and education. Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health.



EFFECTIVE CLASSROOM MANAGEMENT

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all children.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep children stimulated.

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing body, and having any regard to guidance provided by the governing body on promoting good behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and children at least once a year.
- Reporting to the governors on the implementation of this policy.

The Inclusion Leader is responsible for:

- Collaborating with the governing body, headteacher, as part of the SMT, to determine the strategic development of behaviour and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support children with SEND, in line with the school's SEN and Inclusion Policy.
- Supporting teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support.



Teaching Staff is responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the Inclusion Leader and, where appropriate, the children themselves.
- Aiming to teach all children the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, volunteers and students are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Inclusion Leader.
 - Headteacher.
 - Class teacher.
- As authorised by the headteacher, sanctioning children who display poor levels of behaviour.
- To ensure children are following the policy at all times, including when they are representing the school on events and during school trips or when they are traveling to and from school in their school uniform.

Children are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents and carers are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.



IMPLEMENTATION

THE GOLDEN RULES

Children are expected to behave appropriately at all times. Good behaviour is encouraged, recognised and rewarded. All adults praise children working hard and behaving appropriately. Clear expectations of what constitutes good or unacceptable behaviour are agreed within the whole school community. The Golden rules are made clear with constant review. They are in effect at all times, in all activities. They must be followed by the whole school community - children, staff, parents and carers, governors, visitors. Our Golden rules and consequences are displayed in all classrooms and public areas. Our agreed School rules are:

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen to people
- We are honest

Children and their families are asked to discuss the Golden rules when they join the school. Families are asked to sign a home school agreement to indicate they will endeavour to keep to the rules.

GUIDELINES FOR SUPPORTING CHILDREN'S BEHAVIOUR

- Children need to be reminded what the expected behaviour is and what rule they have broken. Understanding personal responsibility, making choices and recognising consequences are important parts of a child's learning. When a child has behaved inappropriately, they need to understand that it was their choice to do this.
- Children should always be given the opportunity to explain their words or actions if at all possible. Children not behaving appropriately should always be reminded of expectations and responsibilities in positive ways, as far as is possible, such as praising the behaviour of another child who is behaving well.
- Circle time may be used as a vehicle for enabling children to talk and listen. Discussions about behaviour can be openly and fully explored.
- Empathy can be increased through role-play, or exposure to relevant stories.
- Language work and R.E. can pick up the theme of how people feel.
- It is important for staff to be watchful and observe the social relationships between children in the class.
- Children are taught to recognise their own and others' feelings and emotions through the implementation of Zones of Regulation (see below).
- Close supervision can prevent many instances of undesirable behaviour from occurring.
- Any behaviour considered inappropriate by a member of the teaching or non-teaching staff will be dealt with initially by that person. Teaching and non-teaching staff will liaise closely should any child give cause for concern. The Headteacher should be informed and incidents logged if appropriate on a behaviour incident sheet.

ZONES OF REGULATIONS

The Zones of Regulation is a behavioral approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four coloured zones. The Zones framework provides strategies to teach children to become more aware of and



independent in controlling their emotions and resulting behaviour. It helps children to understand how their behaviour impacts those around them, and learn which tools they can use to manage their feelings and states. Optimal learning takes place when children are in the green zone. The 4 zones are:

- Green –A calm state of alertness e.g., happy, content and ready to learn
- Yellow-An extremely heightened state of alertness but do have some control over their behaviour e.g., frustrated, excited
- Blue-A low state of alertness and down feelings e.g., tired, unwell, hot, cold and requires the use of energy building tools
- Red –An extremely heightened state of alertness and intense emotions where children find it difficult to control their behaviours e.g., angry, out of control

The children will develop an individualised 'toolbox' of strategies to help them stay in or move between the zones which is reflective of their mood and behaviour choices. They will learn that all zones are acceptable and they will develop their ability to utilise appropriate strategies to support them to return to a calmer zone or the 'expected' zone.

REWARDS AND POSITIVE RECOGNITION

Positive recognition is used to promote the aims of the behaviour policy. It is used sincerely and meaningfully, thereby encouraging and reinforcing good behaviour.

Rewards and positive recognition include:

Praise: describing the action for which the praise is given, comments on work, showing work/reporting actions to another class.

Positive verbal reports: to parents/carers at the end of the school day

Special privileges: leading class to hall, sitting on leader chairs etc

Tangible awards: stickers, golden notes and smiley faces on work (NB staff must never draw directly onto children's skin), work in Gold Book

Class rewards: - marbles in the jar and other class-based rewards at the discretion of the class teacher.

CONSEQUENCES AND SANCTIONS

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Staff try to predict possible difficulties and disruptions and use diversionary methods to defuse situations. Open confrontations must be avoided. Incidents are talked over as soon as possible after taking place and children encouraged to apologise as appropriate to the situation. In apportioning consequences, staff are aware of the need to be consistent, but also make judgments as to the inappropriateness of the behaviour in relation to the context in which the behaviour occurred, the frequency of the behaviour, the duration of the behaviour and the persistence over time.

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g., if comments or insults are directed at the staff member.



- Providing adequate personal space and not blocking a child's escape route.
- Showing open, accepting body language, e.g., not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the child a face-saving route out of confrontation, e.g., that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g., "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Possible consequences are discussed with children at the beginning of each school term, as the rules are reviewed.

Consequences include:

Non-verbal Warning: A look or other non-verbal warning is given to the child.

A verbal Warning: A quiet verbal warning with a reminder of what is expected.

Time out: When time out is given, the child goes to 'the thinking place' to consider their actions and what to do next.

Time out in another classroom: The child is sent to another classroom and goes to that room's 'thinking place' to consider their actions and what to do next.

Time out in the Headteacher's Office: The child is sent to the Headteacher's office to consider their actions and what to do next.

Internal suspension: In more extreme cases the school may use internal exclusion where a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time e.g., in a different classroom

Fixed term or permanent exclusion: In more extreme cases the school may use temporary or permanent exclusion from school

SUSPENSIONS AND EXCLUSIONS

Children should remain in full time education and suspension and/or exclusion will only be used as a last resort. If a child is developing a history of unacceptable behaviour the child is entered onto the Special Educational Needs Register and full records kept of incidents and the support and counselling provided. Suspension or exclusion will only be used when it is felt that the school can no longer provide a safe environment for either the child or others.

The Headteacher will follow the guidelines provided by the Local Authority when a decision to suspend or exclude has been made. In all cases, the chairperson of the Governing Body and the Local Authority will be informed. Please the school's Suspensions and Exclusion Policy for more detail.

CHILDREN WITH SEND

Behaviour will always be considered in relation to a child's SEND. Where a child is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the child concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long



- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Some children with SEND may need an additional programme of guidance and strategies to support their behaviour. All staff, including meal time supervisors, will be aware of children with particular behavioural difficulties and the strategies in place to support them. If a child's behaviour is giving cause for concern, this will be discussed with the Inclusion Leader. A support plan will be developed through discussion with the class teacher and parents and appropriate support and advice will be provided. Additional Advice may be sought from outside professional agencies.

POSITIVE HANDLING

Trained members of staff have the legal right to use positive handling to prevent children from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Positive handling will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether positive handling is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of positive handling, the incident will be discussed with the headteacher immediately and the child's parent will be contacted – parents may be asked to collect the child and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspensions or exclusion. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension or exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups. After an incident where positive handling was necessary staff will be debriefed on actions and consequences taken and to ensure the staff member is ok.

Detailed records are kept of any incident/s where force is used. These are reported to and recorded on CPOMS.

Records of incidents include the following information:

- The name (s) of the child(ren) involved
- When and where the incident took place
- Why the use of force was deemed necessary
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force, and the nature of the force used
- The child's response
- The outcome of the incident
- A description of any injuries suffered by the child or others and/or any property damaged during the incident.

WHAT IS POSITIVE HANDLING?

There is no legal definition of reasonable force when you are positive handling so it is not possible to set out comprehensively when it is reasonable to use force or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case as well as the age and understanding.



There are two relevant considerations:

1. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it; therefore, positive handling could not be justified to prevent a child from committing a minor misdemeanour or in a situation that clearly could be resolved without force.
2. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

REMOVAL FROM THE CLASSROOM

The school may decide to remove a child from the classroom for a limited period, at the instruction of a member of staff.

The child will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by a member of staff

The school will only remove a child from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all children and restore stability following an unreasonably high level of disruption
- To enable disruptive children to be taken to a place where education can continue in a managed environment
- To allow the child to regain calm in a safe space

The school will ensure that children's health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

CLASSROOM RULES AND ROUTINES

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g., "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also has an established set of classroom routines to help children work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all children, then explaining the task clearly so all children understand what they are supposed to be doing.

Teachers support children to understand and follow classroom rules and routines. Teachers inform children of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help children understand why they are needed, and will model rules and routines to ensure children understand them. Teachers also explain clearly to children what will happen if they breach any classroom rules to ensure children are aware of the sanctions that may be imposed.



To support children's continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g., placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

THE CLASSROOM ENVIRONMENT

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the staff positioning themselves effectively within the classroom, e.g., wherever possible, staff avoid standing with their backs to children and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour choices closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour choices away from each other.
- Ensuring the teacher can see children's faces, that children can see one another, and that they can see the board.
- Ensuring staff can move around the room so that behaviour can be monitored effectively.

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

Children at the school must agree to represent the school in a positive manner. The guidance laid out in the Home-School Agreement applies both inside school and out in the wider community, particularly if the child is dressed in school uniform.

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff.



Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

ASSESSMENT, RECORDING AND REPORTING

An audit of exclusions is monitored by the local authority. This is also reported to the Governing Body by the Headteacher. Parents are informed in writing of the reasons for the exclusion and a copy of this is kept by the Headteacher.

Behaviour incidents sheets are monitored termly and any children that are sanctioned regularly should be discussed with SMT.

The number of serious behaviour incidents, use of internal exclusion, external exclusion, racist or prejudice-based incidents plus allegations against staff are reported termly to the governing body.

MONITORING, EVALUATION AND REVIEW

Behaviour is monitored through:

- Class/welfare termly updates at Pupil Progress meetings.
- Individual behaviour incident report forms

This information is used to inform and support:

- Interventions needed for individual children or groups of children.
- Focus projects throughout the whole school

Information from the behaviour incident report forms is analysed by the Headteacher to look for patterns that may need addressing or are specific to any particular group e.g., gender, ethnicity, SEND. Data is shared with the Governors through the termly Headteacher report.

STAFF INDUCTION, DEVELOPMENT AND SUPPORT

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.

The school will ensure there are a number of members of staff who are trained in positive handling and this number will be reviewed every year to ensure this is still sufficient for the school

The SMT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g., SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting children's wellbeing will be supported to undertake any relevant training or qualifications.

The SMT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.