

# Bryony School



## Behaviour Management Policy

### Introduction

This policy is a statement of the principles, aims and strategies for the management of behaviour in Bryony School. It is intended to act as a reference point and to inform teachers and parents. This policy applies throughout the school including the EYFS.

The aim of this Behaviour Management Policy is to:

- develop and implement a whole school approach to behavior;
- provide a safe, happy and secure environment in which effective teaching and learning can take place;
- encourage self-discipline in all pupils and respect for others;
- encourage pupils to make positive choices and understand the consequences of their actions; and
- be consistent about what is acceptable behaviour and recognising and rewarding good behaviour.

### School Vision

*Our School vision is to provide all children with the opportunities to reach their academic, creative and physical potential, in a stimulating, caring, safe and inclusive learning environment.*

At Bryony we believe that the promotion of good behaviour, good attendance and the development of self-respect and of respect for others are essential foundations for a positive and effective learning and teaching environment. We aim to ensure that from the very youngest to those on the threshold of secondary school are encouraged to care about one another, about their school environment and to value each other as individuals, paying particular regard to the protected characteristics set out in the 2010 Equalities Act. Values of respect for staff and other pupils and an understanding of the value of education are reinforced by staff and older pupils, who set a good example to the rest.

We believe that **praise, positive actions and reward best promote good behaviour**. We aim to promote a consistent and fair approach throughout the school.

### **Code of Conduct**

We expect everyone to adhere to the **Bryony School Code of Conduct** which sets out our expectations of good behaviour:

1. We are kind and helpful;
2. We are polite and have good manners;
3. We do not hurt anybody's feelings;
4. We tell the truth;
5. We look after property and do not cause damage;
6. We do not waste time;
7. We are punctual to lessons;
8. We listen;
9. We do not interrupt; and
10. We try our hardest.

Through daily contact and assemblies the children are:

- Encouraged to ensure their behaviour is such that the School Vision and Code of Conduct of the school (above) are upheld;
- Encouraged to think about their own behaviour and the effect it has on others;
- Given strategies for coping with inappropriate behaviour such as reporting incidents or worries to an adult; and
- Given appropriate sanctions for children who break the rules

### **The role of the School Principal**

It is the responsibility of the School Principal to implement the school behaviour policy consistently throughout the school, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

### **The role of the Proprietor**

The Proprietor is responsible for promoting good behaviour amongst pupils by ensuring that –

- a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
- the policy is implemented effectively; and
- a record is kept of the sanctions imposed on pupils for serious misbehaviour<sup>1</sup>

### **The role of the class teacher / other staff**

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<sup>1</sup> The Education (Independent School Standards) Regulations 2014, Part 3, para 9.

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. Teachers teach the children how to behave, both from role modelling appropriate behaviour themselves, correcting poor behaviour and promoting positive behaviour in PSHE lessons, ICT lessons (in relation to responsible behaviour on-line) and assemblies.

The class teacher treats each child fairly, and enforces the rules and the Traffic Light system consistently. The teachers treat all children in their classes with respect and understanding. School staff have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability and treat each other with respect. If a child misbehaves repeatedly in class and the class teacher has found that the normal procedures are not working, then the class teacher must refer to the Deputy Head or School Principal. If a child is giving cause for concern on the playground, whether at playtime or lunchtime, a member of the playground staff must keep the class teacher informed.

In managing behaviour, our staff understand child development and what is appropriate behaviour for the age and stage of the individual child. We also recognise the factors that may impact on behavior. For example: tiredness, hunger or any factors at home. They will also be aware of changes in behaviour that may be linked to safeguarding/child protection concerns.

Staff within school employ appropriate strategies for supporting children in their development, whilst maintaining consistent boundaries to ensure that children are safe. As per our Staff Code of Conduct, corporal punishment is not used. All members of staff, including those in the EYFS, are aware of the regulations regarding the use of force by teachers, as set out in DfE publication "Use of reasonable force" (July 2013). When physical intervention or restraint is used, (for example to avert immediate danger of personal injury), staff will record the incident and parents will be informed. (See Use of Reasonable Force Policy).

### **The role of parents**

Managing behaviour in school is more likely to be effective if schools **can work with parents as genuine partners in the education of their child**. It is important that children receive consistent messages about how to behave at home and school. We inform parents if we have concerns about their child's welfare or behaviour. We expect parents to respect and support the school rules; support the school's decision when applying reasonable sanctions as consequences of a particular incident or issue; and generally support their child's learning.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the School Principal or Deputy Head. If these discussions cannot resolve the problem, a formal complaint may be registered (see Complaints Policy and Procedure).

## **The role of the Advisory Board**

The Advisory Board will support the school in its efforts to address issues related to behaviour management and review serious cases of misbehaviour.

## **Inappropriate Behaviour at Bryony School**

- Bullying
- Violence (hitting, spitting, kicking, pushing, biting,)
- Racial or verbal abuse (isolating, name calling, winding up, teasing, threatening)
- Rough play, playfighting, wrestling, antagonistic play or provoking action
- Swearing at other children or to adults
- Attempting to run out of school or truancy
- Repeated non-compliance with Bryony Code of Conduct
- Destruction of property/ equipment
- Stealing
- Telling untruths / blaming others
- Persistent disruption of lessons
- Refusal to follow instructions / defiance
- Being disrespectful to an adult

## **Procedure for inappropriate behaviour**

When pupils choose not to follow the Code of Conduct, the procedure below should be consistently applied:

- Sanctions will be appropriate and explained to the pupil
- Sanctions will be flexible enough to take into account the special educational needs of a child
- Punishment of the whole group should be avoided
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The procedure listed below in increasing order of seriousness. A colour visual traffic light version of this is used in the classroom. It is the responsibility of the class teacher to ensure that this is implemented consistently:

## **Sanctions for unacceptable behaviour (Nursery/ Pre-school)**

*(This will be age and situation appropriate)*

- Warning
- Moving name peg to amber on traffic light (warning before a 5 minute block of play will be missed)
- Remove child from the situation or a short isolation in nursery class to reflect and change the child's chosen behaviour and apologise
- Referral to senior management team if behavior continues
- Nursery staff discuss with parents

## **Reception and KS1**

- Non-verbal reprimand (e.g. stern look, shaking of head)
- Verbal reminder
- Moving to another table or 'time out' in class
- Moving name peg to amber on traffic light
- Moving name peg to red on traffic light (loss of 5 minute of play and where necessary repetition of work missed)
- Withdrawal from lesson (sent to another classroom for 10 minutes)
- Referral to senior management team
- Senior staff discuss with parents
- Incident recorded and stored in the Class Behaviour Book.
- Behaviour Management Plan
- Exclusion from school

### **KS2 (Years 3-6)**

- Non-verbal reprimand (e.g. stern look, shaking of head)
- Verbal reminder
- Moving to another table or 'time out' in class
- Warning that if behaviour continues they will be moved to red.
- Moving name peg to red on traffic light (loss of 10 minutes of play and where necessary repetition of work missed).
- Pupil loses house point for the week
- Incident recorded and stored in the Class Behaviour Book.
- Withdrawal from lesson (sent to another classroom for 10 minutes)
- Referral to senior management team
- Senior staff discuss with parents
- Behaviour Management Plan
- Exclusion from school

The class teacher should record incidents of children who lose play or 'golden time' and monitor this weekly. Parents are informed if their child has been in the class behaviour book. Children who have remained on the green traffic light all week will receive a green sticker in their contact books (Infants) and house point in their homework diaries (Juniors). Those children who have remained on green all term will be rewarded with a letter home to their parents from the School Principal to acknowledge this.

### **Breaktime and Lunchtime Behaviour**

The expectation is that all children will follow the Code of Conduct whilst in the playground or dinner hall. Inappropriate behaviour will be reported by the staff on duty to the pupil's class teacher.

### **Rewards and celebration of good behaviour**

We believe that praise, positive actions and rewards best promote good behaviour. The techniques we use at present include:

- Traffic Light system 'it's good to be green'

- Comments or 'smiley faces' in a pupil's work books, contact books or homework diaries
- Praise in formal and informal ways, in public or in private for a child who is displaying good behaviour as well as for achievements.
- Regular assemblies where public mention of good examples of behaviour
- 'WOW Boards' for Pre-School and Reception
- 'Star of the week' for each year group: this could be based on achievement, special effort or kindness to others (given at the weekly assembly in the Infants and Juniors)
- Stars and merits. 3 merits is a star and 15 stars a child receives a certificate (Infants)
- House Points (Juniors)
- Collecting class 'fuzzies' (Infants)
- Pen Passport certificate for when a child's handwriting reaches a standard where they can use a fountain pen
- Opportunities for greater responsibility e.g. Class Leader (Infants), Class Captains (Juniors) School House Captains (Juniors)
- Letters from the School Principal for children who have remained on green all term
- School Principal's award given each term to each year group
- Showing work to another teacher
- Showing work to the School Principal
- Mentioned in the school newsletter
- Golden time (Infants)
- Treat for winning House each term (Juniors)

### **School Principal's Award**

The School Principal's Award recognises good work and behaviour, positive attitudes to learning, kindness and consideration towards others and improvements in all areas of learning. Class teachers work together to choose children to be presented with the award per year group each term.

### **Breaktimes, lunchtimes and morning and afterschool clubs**

Expectations for good behaviour will be maintained during break times, lunchtimes and morning and after school clubs. Behaviour is managed through the following stages:

1. Verbal warning to include reminder of expectations.
2. Withdrawal from game.
3. 'Time out' – 2 - 5 minutes Early Years / KS1, 10 minutes KS2
4. Incident reported to class teacher to transfer onto traffic light in class.
5. Serious incidences may require the immediate removal of the child from the playground (or the After School club room) – brought to Class Teacher/School Principal.

Lunchtime Supervisors, Morning Club staff, After School Club and Minibus staff will record incidents and inform the Class Teacher. Parents of children who are repeatedly recorded will be contacted to discuss their child's behaviour. Pupils who

persistently offend in morning and after school clubs will not be allowed to attend these clubs.

Minibus staff will also record names and incidents and inform the child's Class Teacher. Where the child is misbehaving and thereby disregarding their own safety and the safety of others, the incident will be reported to parents. Pupils who persistently cannot behave on the minibus will be required to find alternative methods of transport to and from school.

### **School visits**

Children are expected to maintain the same standards of behaviour off-site as they do within school. Incidences will be recorded and dealt with following our behaviour management policy.

### **Individual Behaviour Plans**

A child with a particular behaviour management need is supported and monitored by the Class Teacher and School Principal. In relevant cases an individual behaviour plan will be designed to meet the needs of the child. This will be agreed in consultation with parents and the child concerned. The plan will be reviewed on a regular basis.

### **Exclusions**

In very exceptional circumstances the School Principal will use exclusion from school as one of the strategies available to the school for managing a pupil's behaviour. Exclusion is used as a way of giving a clear message to the pupil involved and the whole school community, that certain types of behaviour are unacceptable. See Exclusion Policy.

### **Reasonable Use of Force**

When a pupil's behaviour presents a serious danger of causing significant danger to themselves, to others, or to property, or there is a major threat to good order the pupil may be restrained or physically removed. See 'Reasonable Use of Force' Policy.

## **Behaviour Book**

### **First entry**

- Child put on red traffic light. Name and nature of incident recorded in presence of child.

### **Second entry**

- As above

### **Third entry**

- Parents / Carers informed that child has been recorded in the Class Behaviour Book on three occasions in the same term and the nature of the incidents. Senior Management informed and logged.
- Letter may be sent home, with a copy of the school Code of Conduct for discussion with the child, or an interview may be held with parents / carers to discuss the appropriate course of action that may result in exclusion.

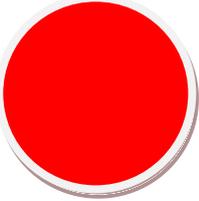
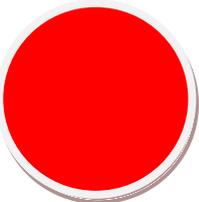
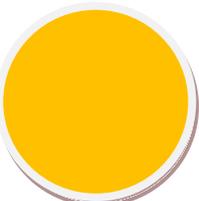
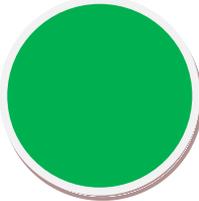
### **NOTE:**

- Parents/ Carers should be contacted immediately for any incidences involving severe misconduct and/or where teacher considers that parental support is needed to help the child rather than wait until further incidences. Senior management should be informed and record logged.
- The School Principal may choose to consider exclusion from school without going through the three stages, depending on the severity of the incident
- Every child deserves the right to be given the opportunity to reflect on their behaviour and repair any damage to their reputation. However, previous records are naturally retained and the record of that individual, where applicable, will continue to be recorded.

This policy applies to the whole school including the Early Years Foundation Stage and is written with regard to DfE guidance on Behaviour and Discipline in Schools (January 2016). This policy should be read in conjunction with other related policies including anti-bullying, the use of Reasonable Force, Equality, Child Protection and the Exclusion Policy.

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|----------------------------|-------------------|
| <b>Review</b>              | <b>March 2018</b> |
| <b>Date of Next Review</b> | <b>March 2019</b> |

## Bryony School Code of Conduct – Behaviour and Consequences

| <b>Behaviour</b>   | <b>Consequence</b>   |   |
|--|--|---|
| If I do this.....  | Then at least one of these will happen:  |   |
| <ul style="list-style-type: none"> <li>- Continuous disruptive behaviour</li> <li>- Complete refusal to follow instructions</li> <li>- Fighting, injuring another pupil or member of staff</li> <li>- Speaking aggressively to staff</li> <li>- Swearing, making racist comments or using abusive language to someone and heard by an adult</li> <li>- Deliberately damaging property or equipment</li> <li>- Behaviour that is likely to result in hurting yourself or others</li> </ul>                          | <ul style="list-style-type: none"> <li>- Discuss incident and consequence</li> <li>- Behaviour incident logged</li> <li>- Behaviour Management Plan</li> <li>- Further loss of playtime or privileges</li> <li>- Parent contacted</li> <li>- Contribute to cost of replacing equipment or repairing property</li> <li>- Fixed term exclusion from school</li> <li>- Permanent exclusion from school</li> </ul>   | <p><b>Sent to senior management</b></p>  |
| <ul style="list-style-type: none"> <li>- Disruptive or unkind behaviour</li> <li>- Inappropriate response to an adult (not following adult instructions or 'back chatting')</li> <li>- Not telling the truth</li> <li>- Minor intentional damage to equipment</li> </ul>   | <ul style="list-style-type: none"> <li>- Name peg moved to red on traffic light</li> <li>- Withdrawal from lesson (sent to another class for 10 minutes)</li> <li>- Sent to senior member of staff</li> <li>- Parent contacted as necessary (and if child on red three times in the same term)</li> <li>- Behaviour incident logged</li> <li>- Loss of playtime / lunchtime (5- 10 minutes)</li> <li>- Asked to finish piece of work or write a letter of apology</li> </ul> |   |
| <ul style="list-style-type: none"> <li>- Talking when asked to be quiet</li> <li>- Calling out</li> <li>- Making noises</li> <li>- Fidgeting, swinging back on your chair (unless part of their condition)</li> <li>- Distracting others from their work</li> <li>- Moving around the classroom without permission</li> <li>- Taking equipment without permission</li> <li>- Running in the classroom or in the corridors</li> <li>- Arguing or reported using unkind words or actions to another pupil</li> </ul> | <ul style="list-style-type: none"> <li>- Non verbal reprimand (e.g. stern look, shaking of head)</li> <li>- Verbal reminder of rules</li> <li>- Name peg moved to amber on traffic light (Infants only)</li> <li>- Asked to move seat within the classroom</li> <li>- Repetition of work at breaktime or lunchtime</li> </ul>  |                                        |
| Following the Bryony Code of Conduct   | <ul style="list-style-type: none"> <li>- Well done –you are behaving well.</li> <li>- Being on green all week - you will get a house point (Juniors) and a fuzzy (Infants).</li> <li>- Being on green all term you - will receive a certificate.</li> </ul>  |                                        |