



## **BROOK FIELD PRIMARY SCHOOL**

### **Behaviour Policy Statement**

#### **INTRODUCTION**

At Brook Field, we believe that everyone, child or adult, should be treated with respect. All children should be encouraged to take responsibility for their own behaviour and should be helped towards a mature and responsible approach to life. At all times, high standards of behaviour and work are expected, which is carefully explained and modelled during induction. Everyone is expected to show care for one another in the school and to set a good example by their own behaviour. We recognise that behaviour is a form of communication and maintain a child-centred approach.

#### **AIMS**

At Brook Field our aim is to help children become competent, confident and self-reliant individuals who can begin to manage their own lives and play their part in society.

We plan to create a safe, happy, stimulating and aesthetically pleasing environment that will help children to learn that courtesy, good manners and consideration for others are very important qualities.

In addition, we aim to help children:

- Experience success and enjoy their time at school
- Develop their full potential in the curriculum
- Develop a positive attitude to work and doing their best
- Develop a sense of responsibility and discipline
- Foster good social relationships with children, adults and the community.

#### **WHOLE SCHOOL APPROACH**

Rules need to be applied consistently throughout the school by all adults, including teachers, Teaching Assistants, Mid-day Supervisory Assistants and visitors. We have a strong emphasis on recognising and celebrating positive behaviours. If a member of staff sees a child misbehave, they should speak quietly to that child, whilst maintaining a reasonable distance, and inform the class teacher about what has happened.

Everyone is expected to treat each other with respect and to care for their own and other people's belongings and school resources. We have a clear set of values that are visible and adhered to:

- Creativity
- Honesty
- Perseverance
- Respect
- Responsibility
- Teamwork

Through embedding personal, social and health education across the curriculum, as well as teaching discrete lessons, children develop skills such as problem solving, independent enquiry and group work and can then apply them on a regular basis.

#### **BUILDING SELF-ESTEEM**

Self-esteem is the picture each person has of themselves and their strengths and limitations. This personal self-image influences all important choices made later in life. Teachers need to create a safe environment

where other adults and children can feel secure. Each child and adult are valued as an individual with his or her own specific needs and should be treated accordingly. However, in order for the school to function smoothly, certain common approaches to whole school behaviour are necessary.

Creating a safe environment will include the following:

- Valuing opinions
- Being positive and generous with praise
- Thinking about how adults talk and listen to children and how children talk with adults giving time for children to succeed using positive body language (e.g. smiling)
- Looking at class organisation (does it give the teacher and children time to work intensively, free from interruption?)
- Labelling the act, not the child (e.g. I like you as a person, but I don't like what you've done)
- Finding opportunities to praise good behaviour (e.g. sharing time)
- Sharing a problem in Circle Time, when necessary
- Encouraging children to analyse their own behaviour and take responsibility for it
- Allowing children space and time to calm down.

### **ENCOURAGING GOOD BEHAVIOUR**

We must all be aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved.

The ethos or climate of the school as a whole is central to establishing and maintaining high standards of behaviour. The HMI report "Good Behaviour and Discipline in School" emphasises the part played in this by the example set by teachers and other adults.

Where teachers are seen by pupils to work hard, to put themselves out in the interest of pupils, to have high standards, to co-operate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves. Where teachers insist, firmly but fairly, on hard work and commitment from pupils, and on high standards of behaviour, they are more likely to obtain them.

Therefore, it is essential that we each fulfil our responsibilities whether as teacher or helper with regard to:

- Punctuality
- Completing tasks to the best of our ability
- Taking responsibility for our building and equipment
- Co-operation with other school members
- Ensuring that agreed procedural details are consistently applied.

Two ways that we encourage good behaviour are through the use of praise and a system of rewards or incentives. Our house point system is a whole school approach for praise/behaviour.

1. A clear set of positively worded rules is negotiated with the class to create a set of Golden rules displayed in each classroom, which is part of our Jigsaw PSHE scheme.
2. There is a high rate of praise given by the teacher.
3. Praise must be used to encourage both academic and social behaviour
4. Target the issue or incident specifically, concisely and consistently.

Examples of Golden Rules could be:

- Always treat people as I would wish to be treated myself and be kind and helpful to everyone in school.
- Always walk inside school.
- Always work to the best of my ability.
- Look after and respect the school and each other's property.

- Accept responsibility for my actions.
- There will be no bullying by words or actions.
- We have the right to be treated fairly, but with that right I must treat others fairly.

## **INCENTIVES AND REWARDS**

- **Star of the Week**  
During the Friday Celebration Assembly each week, we will celebrate those children who have been awarded star of the week. Following the assembly, they will visit the 'Celebration Café' for a drink and a biscuit, spend some time with the Headteacher and receive a certificate and a Head teacher's sticker. On the occasions that there is no Celebration Assembly, the children will just go to the Celebration Café.
- **Leaf of Achievement**  
These are awarded to children who consistently demonstrate the school values particularly the value of focus in that term. We will also celebrate those children who have been awarded a leaf of achievement at the Friday Celebration assembly and they will also visit the Celebration Café.
- **Golden Time**
  - Golden time is a reward for a constant high standard of behaviour.
  - Types of activities
    - Key Stage One to Year Three (majority of free-play with 1 or 2 structured activities)
    - Year Four to Year Six. (More structured activities taking place the higher the year group)
  - Length of time – 30 minutes of actual free time.
    - Children in Key Stage 2 lose amounts of golden time for inappropriate behaviour. This time can be earned back during the week.
    - To support the reminder that children can earn time back, there will be visual reminder of minutes lost in classroom.
    - For immediacy and clarity of consequence, Foundation Stage and Key Stage 1 children will lose five minutes from the next session eg: playtime, choosing time rather than Golden Time.
- **Marbles in the Jar – Whole class reward.**
  - In Key Stage One the children are to earn 20 marbles.
  - In Key Stage Two the children are to earn 25 marbles.
  - Children to choose their class reward through a class vote.
  - Marbles only ever put into the jar and not taken out.

## **HOUSE POINTS – WHOLE SCHOOL AWARD**

All of the children within the School are split equally, with proportional representation from each year group, into four house groups:

All siblings will be placed in the same house, along with any parents of children working at the School.

- Sapphire
- Ruby
- Emerald
- Amber

The children receive house points during the week for behaviour and any such work, which represents the expectations at Brook Field School.

Every Thursday, House Captains compile the house points given throughout the school.

The house with the most number of points is announced and celebrated on our website. Each week, the winning team will get an extra day using the trim trail on the playground. The award of the "House Trophy" is presented to the house achieving the most number of points for the term and displayed outside the bottom hall with the appropriate coloured ribbons. All teaching staff are also allocated a house for events such as sports days and house assemblies in which they will take an active part.

## **BULLYING**

Brook Field will not tolerate any form of bullying, violence, harassment, child on child or sexual harassment or violence and will deal with all incidents like these immediately, in line with our Safeguarding and Anti-Bullying policy and procedures.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Online - all areas of internet and gaming, including messaging groups  
- mobile threats by text messaging & calls  
- misuse of associated technology, i.e. camera & video facilities

## **PREVENTION**

We will use KIDSCAPE methods for helping children to prevent bullying and know what to do if they are worried about any form of bullying. Strategies we use include:

- writing a set of school rules
- signing a behaviour contract, the Home School Agreement
- regular re-enforcement of anti-bullying messages and procedures through assemblies
- having and working with the Break-Time Buddies, made up of children from KS2
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters
- use PSHE lessons to support building self esteem
- have meetings for parents to share knowledge of the emotional developmental changes in K.Stages
- have an accessible Well-Being team who are a trained point of contact for children and parents.
- provide a website able to give guidance and support

See also – Brook Field Anti-Bullying policy.

## **PLAYTIMES**

Playtimes can be problematic for children, as children are in school but outside the normal classroom environment. We do expect that the same school rules will apply at playtimes as well as during the rest of the school day, and that children will respond appropriately to the supervision of Teaching Assistants and Mid-Day Supervisory Assistants. MDSAs should be treated with the same respect as other adults in the school and have access to the school system of rewards and sanctions.

- 1st – Verbal warning, the inappropriate behaviour is pointed out to the child with the expectation that they stop immediately.

- 2nd – Warning followed up by a 5 minute “time out” where children have to stand with the play/lunch supervisor. (note in MDSA record book)
- 3rd – If inappropriate behaviour persists, a brief note is recorded and explained to the class teacher. The class teacher, depending on the severity of the incident, will deal with it appropriately and take into account the needs of the child or telephone the Key Stage Leader or Senior Leader. Record on CPOMS.
- 4th – The Key Stage Leader or Senior Leader deals with the incident and adds an action on CPOMS.
- For any cases of serious behaviour (causing immediate physical harm) immediate direct involvement by SLT must be sought. Then recorded on CPOMS.
- **Behaviour that meets the definition of abuse will first be reported to DSL/DDSL and then recorded on CPOMS with appropriate corresponding actions added. Parents will be informed.**
- IF A CHILD’S NAME APPEARS 3 TIMES IN A TERM, THE PARENTS ARE INFORMED. Depending on the severity of the behaviour, parents may need to be informed before this point.

Details should also be entered of any incident involving physical injury to a child in the first aid book. For any cases of serious misbehaviour at lunchtime the ultimate sanction would be that the child goes home for lunch for a fixed period.

## **SANCTIONS**

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation, whilst recognising the strong link between complex trauma and disruptive and challenging behaviour.

Sanctions may include:

- Private, quiet admonishment, whilst remaining at a reasonable distance. (Label the act but not the child)
- Private, stern admonishment, whilst remaining at a reasonable distance. (Label the act but not the child)
- Minutes of golden time lost.
- Class discussion about the incident in circle time.

**From this point onwards, behaviour will be recorded on CPOMS.**

- Sending child to senior member of staff, which must be recorded on CPOMS by the class teacher.
- Children to miss playtime, to sit on bench outside school office and recorded by the class teacher.
- Being placed on daily/weekly report. Individual Behaviour Plan (IBP) put in place for child’s need.
- Weekly reports between parents and Head Teacher, which include a follow-up meeting.
- Exclusion at lunchtime.
- Internal suspension from the classroom.
- Fixed term exclusion.
- Permanent exclusion.

We believe it is important to involve parents as soon as possible when monitoring a child’s behaviour. This may involve setting good behaviour charts, or setting behavioural targets to enable good communication between home and school. An emphasis on positive achievement provides a platform from which further success can be made. A record of events and meetings are kept up to date on CPOMS.

For those children who have difficulty responding to rewards and sanctions in our school, and persistently misbehave, discussion with the Inclusion Lead or SENCO (Special Needs Co-ordinator), Class Teacher and parents will take place. A behaviour plan (IBP/PCP) may be drawn up and implemented with reference to the Code of Practice for Special Educational Needs and the Swindon Borough Council, Education Department document – The Entitlement of Pupils in Mainstream School. We may also seek support from

outside agencies, e.g. Education Psychologist/Education Welfare Officer (EWO)/ Parent Support Adviser (PSA)/Lighthouse, The Blue Kite Trust.

## **BANNED ITEMS**

In order to keep our school safe and focused on learning, some items are not allowed in school. These include sharp or dangerous objects (such as scissors not provided by the school, penknives, or tools), matches or lighters, and any substances such as medicines (unless agreed with staff), sweets, chewing gum, fizzy drinks, or energy drinks. Any item that is unsafe, inappropriate, or likely to disrupt learning will be removed and returned to parents or carers if necessary. These rules help us create a calm, safe, and positive school environment where everyone can enjoy learning.

## **ROLES AND RESPONSIBILITIES**

### **Senior Leaders Designated Safeguarding Leads and SENDCo**

If concerns continue or escalate, help and advice from the Senior Leadership Team or Behaviour Support TA is sought. The teacher, senior leader or headteacher will also contact a parent/carers if there are concerns about the relationships, behaviour or welfare of a child, so that we can work collaboratively to support. If concerns persist, the member of staff may liaise further with the SENDCO (Special Educational Needs and Disability Coordinator), Designated Safeguarding Lead and Behaviour Support TA. Interventions to support children's understanding of appropriate relationships and behaviour are then planned. These may be consolidated in a Positive Behaviour Plan or Risk Assessment.

### **External agencies and professionals**

If appropriate, external agencies are contacted (for example, Educational Psychologist, Lighthouse, Social Services) and support is agreed with parents/carers. In the event that the behaviours are creating a safety risk, a multi-agency assessment and approach will be taken, and a Behaviour Risk Assessment will be drawn up to identify risks, triggers and actions to mitigate risk and support safe behaviours.

### **Headteacher and Senior Leadership Team**

The Headteacher and SLT support the staff to implement the policy and by setting the standards of behaviour. They may impose additional sanctions, if not already carried out, or take further action. These will be flexible according to the situation. The Headteacher oversees the implementation and impact of the policy and ensures that induction, regular training, coaching and updates are available to staff. The Head teacher reports to the Governing Body on relationships, behaviour, and incidents, including any incidents requiring positive handling and any suspensions or exclusions.

## **PARENTAL BEHAVIOUR**

The Head and Governors expect that adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community. For clear expectations and guidelines on behaviour for all members of our community please refer to the [Blue Kite Academy Trust Parent/Carers Code of Conduct](#) .

## **Appendix 1**

When recording behaviour incidents on CPOMS:

Please record any 'note-worthy' behavioural incidents and any Parental Contact. See the following bullet points for further explanation and support.

- If an MDSA/parent or other adult has raised a concern then do enter this as an incident on CPOMS.
- Talk to the class about particular behaviours in a general manner, during circle time, to support the children developing positive behaviour strategies.
- Do attach other dated correspondence in.
- It is acceptable to make a note (in preparation for later adding the incident to CPOMS) in front of the children – this raises the ‘profile’ of the behaviour and the consequences to their actions.
- For all incidents logged alert the DSL/DDSL. Also inform the parents of the concerns.
- Behaviour that meets the definition of abuse must be **directly reported** to DSL/DDSL – **planned, deliberate and more than once against an individual**.
- If a child has ongoing behaviour issues then it may be necessary to create an Individual Behaviour Plan.
- Some concerns may well need immediate attention of Head Teacher. i.e. fighting, racist comment, wilful destruction, older to younger manipulation.
- For all online safety concerns, including cyber incidents, staff report directly to DSL /DDSL.

### Behaviour Incidents Subcategories on CPOMS

Bullying Incidents	Damage	Defiance	Disablist	Disruption
Fixed Term Suspension	Gender Based	Individual Behaviour Plan	Internal Exclusion	Persistent Refusal
PEX	Physical Harm- Adult	Physical Harm – Pupil	Racial Incident	Religious
Verbal Abuse - Adult	Verbal Abuse - Child			

### Follow the ABC, when recording on CPOMS

- A = antecedent – what happened before the incident
- B = actual behaviour – during the incident
- C = Consequences – what sanctions were put in place (see Behaviour Policy for list)

This is what the Behaviour Support Team would ask for, if necessary to involve them.

**Definitions of Abuse: intent** to cause harm, deliberate mistreatment, treat with cruelty or violence, especially **regularly or repeatedly**. See also Brook Field’s Child Protection and Safeguarding Policy, Appendix 2 – Definitions of Abuse.

Child-on-child abuse is most likely to include, but may not be limited to: bullying (including cyberbullying, prejudice-based and discriminatory bullying) *as taken from KCSIE 2023*.

- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence/ sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

#### **Safeguarding Incidents Subcategories Child on Child Abuse**

Cyber	Disablist	Racist/Religious
Sexualised Name Calling	Sharing of nudes	Verbal
Sexual Assault	Unwanted Touching	

**If recording use of physical intervention then the adult must see DSL/DDSL to report and then record on CPOMS by adding a new incident for the child and clicking on the Physical Intervention category.**