



**Brackenwood Junior School**

**Behaviour Management Procedures**  
**April 2022**

## **Brackenwood Junior School** **BEHAVIOUR MANAGEMENT PROCEDURES 2022**

### **Introduction**

This protocol has been written for the staff, pupils, parents and Governors of Brackenwood Junior School. It is expected that all staff and children will adhere to the details as set out in order that the highest standards of behaviour are achieved at all times. For this to be successful, consistent application of its principles should be applied by staff and supported by parents and Governors. The school's behaviour protocol, alongside the Multi-Academy Trust Behaviour Policy, applies to all aspects of the school day during school-based activities and off-site visits, and includes extra-curricular activities that occur when they are led by school staff or externally provided coaches.

This policy has been written in collaboration with Governors, staff and children to benefit all members of the school community and is the foundation for facilitating high levels of attainment and progress.

### **Principles**

At Brackenwood Junior School, we believe that good behaviour is essential for effective Teaching & Learning to occur and to achieve a successful and safe environment in which children can learn and develop to their full potential. We seek to promote positive behaviour strategies coupled with a fair and firm approach to unacceptable behaviour. We strive to promote social and emotional behaviour skills which will encourage independent, resilient and responsible individuals.

We aim to ensure that effective behaviour management allows all children to have the opportunity and the right to learn in a safe and engaging environment that is not adversely disrupted by others.

This behaviour system is underpinned by promoting teamwork and collaboration through the development of positive relationships where all members are valued. All pupils are expected to behave in a responsible manner both to themselves and to others, showing consideration, courtesy and respect for other people at all times.

**We actively seek to tackle any form of bullying, harassment or prejudice through the use of appropriate sanctions.**

**We believe in a system that develops respectful and responsible attitudes and encourages the development of appropriate behaviour.**

**We believe in the development of positive behaviour for learning.**

**We believe in a child-centred approach, fostering and valuing positive relationships.**

**We believe in developing a positive and effective partnership with parents/carers to achieve positive outcomes for all children.**

### **Promoting positive behaviour**

The following strategies are utilised consistently across the school to promote and encourage good behaviour from all pupils as individuals and collectively as classes.

#### **School Charter (Appendix 1)**

A clear set of school rules has been established in the form of a Charter to ensure that everyone understands expectations for behaviour at Brackenwood Junior. The Charter is displayed clearly throughout the school; in every classroom. Children are reminded of these expectations at the start of each term and more frequently when required. They are utilised by staff when discussing the behaviour of individuals. The Charter closely promotes the core values of respect and kindness. Children are expected to adhere to the Charter and values in all aspects of school life.

#### **Responsibility Roles**

**Play Leaders** – Year 5 children are given the opportunity to apply to become a lunchtime play leader in the Summer term. They are carefully selected and trained and with support from a TA/Senior Midday assistant on duty they organize games and activities for younger children on the playground.

**Junior Buddies** – Y6 and Y3 children are placed into 'buddy' pairs. Time is spent throughout doing activities together to promote kindness and friendship.

### Green Class Pass

Every adult will give out up to 10 Green Class Passes each week. These are awarded when the **whole class** is demonstrating high standards of behaviour and setting a clear example to others. Examples include walking through corridors sensibly and quietly; entering and leaving assembly appropriately; working in class in a calm and focused manner. Class teachers can award Green Class passes to their own class as can supply/support staff.

Green Class Passes should be displayed in the classroom and a monitor should calculate the total to share in the Award Assembly each week. Classes achieving 25 or more will be congratulated in the Award assembly and awarded a 15 minute extra playtime during the following week at a time suitable to the class teacher. The passes will be calculated as a rolling programme.

Class teachers are encouraged to nominate up to 3 children per day to receive a Rainbow Certificate for exemplary work, behaviour or effort. The certificates will be presented daily and pupils stand up in assembly at the end of the week as whole school acknowledgement. A group photo will be taken and shared on Twitter.

### Kindness Awards

Kindness Awards are presented in the weekly Celebration Assembly and will be presented to 1 child from each class who has demonstrated a particular act of kindness during the previous week as nominated by staff or pupils to the Headteacher.

Teachers are also encouraged to use a variety of class behaviour systems as appropriate to the age and needs of the class. Examples include marble/bean jars, 'Secret Student', Star of the Day, 'Hometime hero', table awards – children will be rewarded with positive verbal comments, positive written comments, positive feedback to parents, increased responsibility, stickers, praise stamps and class certificates.

### **Sanctions**

At Brackenwood Junior School we believe in a positive behaviour system and the vast majority of the children respond effectively to this at all times. However, occasionally some children might display behaviour that is below the standard that we expect and that is not in accordance with our School Charter. The following system has been developed with staff and Governors. All staff, including supply teachers and sports coaches, are expected to use the system consistently. Class teachers will carefully monitor children's movement between zones so that appropriate actions can take place. Supply teachers and sports coaches must report back to the class teacher when a child has moved between zones.

### Behaviour Zones

In each classroom, Behaviour Zones charts will be displayed. Every child in the class will have their name on a laminated card (Some Teachers may relate these to curriculum topics) and these are placed on the Green zone at the start of every session.

### Rainbow Zone

Children who demonstrate a high level of effort, exceptional engagement and/or 'going beyond' within lessons will be moved into the Rainbow zone and will receive a certificate from the class teacher

### Green Zone

All children will start each lesson and playtime in the Green zone and will remain there if they continue to follow the School Charter

### Yellow Zone

Children will be moved in this zone for minor infringements of the School Charter. Each child will initially be given a Verbal Warning of the infringement but if the behaviour persists they will be told to move zones – this will be carried out quietly with minimum disruption to the lesson. They will remain in this zone for the duration of the lesson or playtime. At the end of the session the teacher will briefly discuss **the behaviour** with the child using Rights Respecting language, before moving their name back to the Green zone.

Examples of unacceptable behaviour:

- Not following the School Charter
- Running in corridors, talking during assembly or lessons
- Calling names
- Being rude to peers or adults
- Pushing

- Unkind behaviour
- Lack of respect for equipment
- Low-level disruption

### Red Zone

Children will be moved into this zone if infringements of the School Charter persist and the child has not responded to a verbal warning and movement into the Yellow zone. Adults will instruct children to move into the Red zone which will incur further sanctions. Sanctions would be chosen appropriate to need.

**Any incident where a child enters the Red zone will be recorded on CPOMS (School Behaviour Management Portal) by the adult that issued the Red zone.**

### Sanctions

The pupil must report to the Deputy Head at the start of Lunchtime – discussion will take place with the child to decide which rules were not adhered to and the sanction to be given

- Up to 15 minutes loss of playtime appropriate to age and details of the behaviour
- Class Teacher to discuss with parents
- Refer to DHT/AHT for further support
- Refer to HT for further support

Children can also be move immediately into the Red zone for more serious breaches of the School Charter. Incidences of this type are rare at Brackenwood Junior School but when they do occur they are treated seriously.

Examples of this behaviour include:

- Fighting/hitting/kicking/punching/pinching
- Aggression towards children and/or adults
- Racist/derogatory comments as perceived by the victim (see protected characteristics Equality Act 2010)
- Defiance

Sanctions should be appropriate and proportionate to the incident. They include:

- Class teacher/Senior Middy to report to AHT/DHT. The incident will be investigated and parents verbally contacted by the Class teacher or AHT/DHT
- Class teacher/Senior Middy to report to DHT/AHT. The incident will be reported to parents and they will be invited in to a meeting where behaviour support strategies will be agreed.
- DHT/AHT to report to HT. Parents will be contacted in writing and invited to a meeting where additional behaviour support strategies will be agreed.

When specific children demonstrate any of these types of behaviours repeatedly, a range of strategies will be used in addition to the positive strategies adopted by the school as mentioned earlier in the document.

Additional strategies include home/school books, regular updates to parents from class teachers, Visual behaviour charts, and referral to the SENDco for external agency advice/support.

Children who persistently enter the Red zones will lose privileges such as Clubs, Sports competitions and Discos until behaviour is more consistently in keeping with the School Charter.

### Major Breaches in Discipline

Any major breaches of the school's behaviour policy will be dealt with by the Headteacher or Deputy Headteacher. Sanctions for such breaches will be serious and may result in a fixed-term or permanent exclusion. Examples of this type of behaviour are:

- Physical assault
- Deliberate damage to property
- Stealing
- Leaving school premises without permission
- Violent behaviour
- Refusal to follow instructions
- Swearing at adults and/or other children in anger

If a child behaves in a way that seriously endangers themselves or others and does not respond to adult instructions, physical restraint may be necessary (see MAT Positive Handling Policy). The behaviour incident will be thoroughly investigated and sanctions issued. Parents will be informed and all details will be recorded in the Positive Handling logbook.

A staged approach will be taken:-

#### Stage 1

A discussion will take place with the DHT/AHT, the child and the parents detailing the incident. The child will be issued with a Behaviour chart which must be completed daily by the class teacher and signed by the parents. The child will follow this report chart for at least 1 week.

If no improvements are made then the child will move to Stage 2 – parents will be informed of this.

#### Stage 2

A behaviour chart will be continued for a fixed period of time and a referral made to the SENDco. The SENDco will seek further advice and support from appropriate external agencies and if necessary a Behaviour Support plan put in place. The plan will set out clear targets to improve behaviour and the support accessed. This plan will be reviewed Half-Termly. If there is no significant improvement at Stage 2 following the Behaviour Support Plan, the child will move to Stage 3 – parents will be informed.

#### Stage 3

At Stage 3 further advice will be sought and assessments undertaken as appropriate by external agencies. It might be necessary for an 'internal exclusion' to be put into place. This might include the child working in an alternative classroom and/or loss of playtimes, including lunchtime break. Parents will be kept informed and integral to the process. If there is no significant improvement at Stage 3, the child will move to Stage 4 – parents will be informed.

#### Stage 4

Parents will be informed that their child is at risk of exclusion due to continued unacceptable behaviour. There are circumstances where there is no alternative but to exclude a pupil. In these cases the Local Authority exclusion procedures will be followed which may result in a fixed term or permanent exclusion.

**Note:- Discussions with parents must retain confidentiality of all pupils and must not breach GDPR laws**

#### Lunchtime procedures

During lunchtimes supervision is carried out by Teaching Assistants and Midday Supervisors. These staff members will reinforce and promote positive behaviours and rewards as set out in this document to ensure high standards of behaviour at lunchtime. Children should award Gold Star stickers for individuals following the School Charter, and Green Class Passes should be given for examples of whole classes following the School Charter effectively.

The Behaviour zones should also be followed at Lunchtime but will take the form of a discussion rather than a display of children's names.

All children will begin lunchtime on the Green zone. Should they not adhere to the School Charter a verbal warning will be given. If the negative behaviour persists, then the children will be told that they are now in the Yellow zone – the reason for moving into that zone should be clearly discussed detailing which element of the School Charter was not adhered to. These discussions must be done sensitively and away from others where possible.

If the unwelcome behaviour persists further the child will be told they have moved to Red and given a calming down period of 5 minutes. After this time, discussion will take place with the Senior Midday Supervisor as to why the behaviour was not in keeping with the School Charter.

The Senior Midday supervisor will keep a written record of the incident that will then keep the Class Teacher be informed of any child that has not followed the School Charter. The Class Teacher will record the incident on CPOMS and take appropriate actions as set out in the Behaviour Zone guidance.

#### Use of Reasonable Force

The MAT Positive Handling Policy should also be read in conjunction with this document.

Although circumstances would be considered to be extremely rare, there might be times when staff at Brackenwood Junior School have the power to use reasonable, proportionate and necessary force. This would be utilised to prevent pupils from committing an offence, injuring themselves or others or damaging school property with the aim to keep everybody safe. Where such action is necessary parents will be informed and details of the incident recorded securely in school.

#### Power to search pupils

The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupils to have prohibited items eg knives and weapons, alcohol, illegal drugs, tobacco and stolen items. These items can be confiscated and the law protects staff from liability for damage, provided they have acted lawfully. Force cannot be used to search for items banned under the school rules. Where such action is deemed necessary searches must be carried out by the same sex as the

pupil being searched and there must be a witness. An exception to this would be that a search of a pupil from the opposite sex can take place, and without a witness, only if there is reason to believe that significant harm will be caused if the search is not carried out immediately.

#### Dealing with Incidents of Bullying

There are some incidents which may be considered to be bullying. The Multi-Academy Trust anti-bullying policy should be read in conjunction with this document.

At Brackenwood Juniors, staff will monitor and record any incidents which concern them. Pupils are actively encouraged to report any incidents that might constitute an incident of bullying to an adult in school. The information will be handled sensitively and passed to members of the SLT. A detailed investigation will take place and findings recorded.

#### Staff Training

To ensure good behaviour and discipline in our school, all staff receive appropriate and relevant training in behaviour management. Staff have received training on de-escalation procedures. All staff, including Lunchtime Assistants, have opportunities to be involved in specific training in behaviour management. This allows for the updating of procedure and strategies as well as refreshing knowledge and understanding of the schools systems.

#### Equal opportunities

The staff ensure that high standards of behaviour are expected from all children. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

## Appendix 1 – School Charter

<b>Right</b>	<b>Responsibility</b>	<b>Rule</b>
I have a right to learn	I am responsible for my learning by making sure that I am ready to learn. By making good behaviour choices I am allowing others to learn	<b>We do our best and work hard</b>
I have a right to teach	I am responsible for my teaching and making sure I am ready for the lesson by being prepared.	
I have a right to be respected	I have a responsibility to treat everyone with respect	<b>We treat others how we want to be treated</b>
I have a right to be heard	I have a responsibility to listen to others without interrupting	<b>We listen carefully and follow instructions</b>
I have right use school property	I have a responsibility to use property and equipment properly and treat it with respect	<b>We look after property</b>
I have right to know what the school rules are	I have responsibility to follow them	
I have a right to be safe at school	I am responsible for helping to keep it safe	<b>We behave sensibly in school and in the playground</b>
I have right to be told the truth	I am responsible for being honest	<b>We are honest and tell the truth</b>

# **Behaviour Leaflet**

At Brackenwood Junior School we promote a positive behaviour system that reinforces and rewards good behaviour.

Our School Charter has been agreed by staff, children and Governors to ensure a positive learning environment:-

**We do our best and work hard**

**We treat others how we want to be treated**

**We listen and follow instructions**

**We look after property**

**We walk sensibly in school and play sensibly in the playground**

**We are honest and tell the truth**

## **Green Class Passes**

Every class will also have the opportunity to earn Green Class Passes each week. These are awarded when the whole class is demonstrating high standards of behaviour and setting a clear example to others. Examples include walking through corridors and between buildings sensibly and quietly; entering and leaving assembly appropriately; working in class in a calm and focused manner.

The number of Green Class Passes achieved by each class will be celebrated each week in the Rewards assembly. On a rolling programme when 25 passes are achieved the class will be awarded an extra playtime.

## **Rainbow Certificates**

Children can also aim to receive a Rainbow Certificate. Class teachers are encouraged to nominate up to 3 children per day to receive a Rainbow Certificate for exemplary work, behaviour or effort. Recipients of these certificates will be celebrated during the Rewards assembly.

## **Kindness Awards**

Kindness Awards are presented in the weekly Celebration Assembly and will be presented to 1 child from each class who has demonstrated a particular



act of kindness during the previous week as nominated by staff or pupils to the Headteacher.

Teachers are also encouraged to use a variety of class behaviour systems as appropriate to the age and needs of the class. Examples include marble/bean jars, 'Secret Student', Star of the Day, 'Hometime hero', table awards – children will be rewarded with positive verbal comments, positive written comments, positive feedback to parents, increased responsibility, stickers, praise stamps and class certificates.

### Lunchtime procedures

During lunchtimes supervision is carried out by Teaching Assistants and Midday Supervisors. These staff members will reinforce and promote positive behaviours and rewards as set out in this document to ensure high standards of behaviour at lunchtime. Children should award Gold Star stickers for individuals following the School Charter, and Green Class Passes should be given for examples of whole classes following the School Charter effectively.

## **Behaviour Zones**

Behaviour Zones charts are displayed in each classroom and are used as a visual aid to encourage good behaviour in keeping with the School Charter and as a way of teaching children that there are consequences to unacceptable behaviour.

### **Green Zone**

All children will start each lesson and playtime in the Green zone and will remain there by continuing to follow the School Charter. Children who remain in this zone will be given a range of positive feedback from the adults in school.

### **Yellow Zone**

Children will be moved in this zone for minor infringements of the School Charter. A child will initially be given a Verbal Warning but if the behaviour persists they will move to the yellow zone. They will remain in this zone for the duration of the lesson or playtime. At the end of the session the teacher will briefly discuss the behaviour with the child before moving their name back to the Green zone.

### **Red Zone**

Children will be moved into the Red Zone if infringements of the School Charter persist or children show aggressive or defiant behaviour. Adults will instruct children to move into the Red zone which will incur further sanctions. Sanctions would be chosen appropriate to need and include a discussion with the Assistant Headteacher, Deputy Headteacher or Executive Headteacher. Some playtime may be missed and when the need arises parents will be informed. A record of the incident will be kept.

**We thank you for your support and encourage you to discuss your child's behaviour with them on a regular basis. Should you wish to discuss your child's behaviour with the class teacher please contact the school office.**