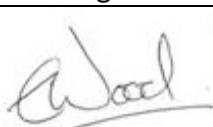
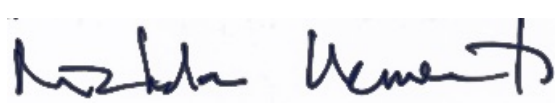


BRONTE SCHOOL



BEHAVIOUR POLICY (INCLUDING EYFS)

	Date	Signed
Date reviewed	Sept 2019	 (Mrs. Emma Wood, Headmistress)
Ratified by Proprietor	Sept 2019	 (Mr. Nicholas Clements, Proprietor)
Date of next review	SEPT 2021	

1. Aims & Expectations

- To ensure that every member of Bronte School feels valued and respected, and that each person is treated fairly. It aims to promote an environment where everyone feels happy, safe, secure and ready to learn.
- To foster independent work habits, leading to increasingly focused self-assessment
- To promote good behaviour, rather than merely deter anti-social behaviour.
- To expect appropriate behaviour of children at all times during the school day, during holiday clubs, extra-curricular activities, before and after school care, whilst taking part in any school-organised activity off site, whilst travelling to and from school in the minibus/taxi, whilst in school uniform or when identifiable as a member of Bronte School in order not to adversely affect the reputation of the school. We also expect the children to behave responsibly whilst using the internet/mobile devices both at school and at home.

The school acknowledges that it has legal duties under the Equality Act 2010 and takes into consideration the DfE guidance on "Behaviour and Discipline in Schools" (January 2016) and recognises that some reasonable adjustments may occasionally need to be made in relation to expectations of behaviour.

2. Rules and Classroom Management

Right to learn	Responsibility to do the best that we can and to let others learn.
Right to be safe	Responsibility to behave in a safe way.
Right to respect	Responsibility to listen, to speak politely and to be honest.
Right to play	Responsibility to play fairly, include others and treat equipment with respect.

In addition to the School Rules, each class has its own rules and these are negotiated with the class at the beginning of the year. They are usually displayed on the classroom wall so that pupils and anyone taking the class is clear about the expectations.

When managing behaviour in their classrooms teachers consider the following:

- Curriculum design and differentiation
- Challenging goals
- Providing good quality written and/or verbal feedback
- Teaching styles
- Parental involvement
- Classroom layout

3. Rewards and Sanctions

We encourage children to behave because it is the right thing to do and good for their development as responsible citizens, rather than creating a culture of, 'I will only do it if you reward me'. However, good behaviour is also rewarded:

Rewards include:

- Praise
- House points which are celebrated in assembly
- Stickers / stamps / certificates
- Sending a note home to parents
- Deputy Head Award stickers
- Good to be Green Tea Party
- Lunch time reward of being on the top table
- Lunchtime rewards and stickers awarded by lunchtime staff
- Recognition in the Dinner Hall and Playground 'Behaviour Books'
- Headmistress's Commendations

Sanctions

The purpose of sanctions is to change behaviour; it is not a form of punishment. Sanctions should be appropriate to the age of the children and need to be carefully chosen. Bronte School has adopted the Good to be Green approach to behaviour management. See appendix 1 for information on the Good to be Green System and appendix 2 for the Reflection sheets used by Bronte School.

Sanctions should not include:

- **Physical force**
- **Withdrawal from curriculum activities**
- **Being left unsupervised anywhere in the school including outside in the corridor or in the entrance hall**
- **Threats that cannot be carried out.**

- **Writing out extra work in an area of the curriculum which might decrease their interest in it**

4. The role of the class teacher / other staff

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 modeling appropriate behaviour themselves, correcting poor behaviour and promoting positive behaviour in PSHE lessons, IT lessons (in relation to responsible behaviour on-line) and assemblies. The class teacher treats each child fairly, and enforces the rules and the Good to be Green 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 Head of Learning Support.

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 the EYFS we recognise that our youngest children may behave in developmentally appropriate ways that are different to older children. Some find it difficult to regulate their emotions. We also acknowledge that young children engage in play which may have aggressive themes such as super hero or weapon play. Staff within school employ appropriate strategies for supporting children in their development, whilst maintaining consistent boundaries to ensure that children are safe.

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. For more information refer to our Comforting and Handling Guidelines.

5. The role of the Headmistress / Proprietor

It is the responsibility of the Headmistress/Proprietor, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and ensure the effectiveness of the policy. It is also the responsibility of the Proprietor to ensure the health, safety and welfare of all children in the school.

The Headmistress supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

6. The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate with the school. We believe it is important to have dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. 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 Deputy Head or Headmistress. If these discussions cannot resolve the problem, a formal complaint may be registered (see Complaints Procedures).

7. Bullying

The safety of the children is paramount. If a child hurts or bullies another pupil, the adult dealing with the situation must record this and pass the information to the Deputy Head.

Bronte School does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, staff will act immediately that they have been made aware of it to stop any further occurrences of such behaviour (see Anti-bullying Policy and Referral sheets).

8. Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary.

Only the Headmistress or the Deputy Headteacher has the power to permanently exclude a child from school. The Headmistress / Deputy Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headmistress may exclude a child permanently. It is also possible for the Headmistress to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headmistress/Deputy Head decides that it is necessary to exclude a child, he/she will inform the parents beforehand, giving reasons for the exclusion. The local authority will also be informed that the child has been taken off the school roll to ensure that the child is not missing education.

It is the responsibility of the Headmistress / Proprietor to monitor the rate of suspensions and exclusions, and to ensure that school policy is administered fairly and consistently. The Headmistress / Proprietor will pay particular attention to the protected characteristics relevant to the age of the pupils and will seek to ensure that no child is treated unfairly because of race, age, gender, disability, culture, religion/belief or ethnic background, or if applicable to their refugee status.

The Headmistress keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

9. Monitoring and review

The Headmistress monitors the effectiveness of this policy on a regular basis and, if necessary, makes recommendations for further improvements.

The class teachers keep a record of written warnings linked to The Good to be Green system.

The Reflection Sheets are sent to the Deputy Head and filed in the Behaviour Log.

The Deputy Head keeps records of all reported serious incidents of inappropriate behaviour in the "Behaviour Log".

The Deputy Headteacher and Head of Learning Support meet termly to review pupil conduct and sanctions imposed in order to actively promote the well-being of the pupils, to ensure consistency in approach and to identify any patterns of behavior recorded in the Behaviour Log. In some cases they will ask class teachers to complete an ABC on an individual child (Appendix 3) in order to identify possible causes for the inappropriate behaviour and plan strategies to support the child.

APPENDIX 1

Rewards & Sanctions Policy

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code (see Behaviour Policy). The reasons behind these problems can then be addressed and those children supported to modify their behaviour

The scheme is very visual, with child friendly resources; which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times - 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day (or session/half day for our younger children).



Every child starts on a positive note, with a green card displayed in their pocket of the Class Chart. The card says "It's Good to be Green!" and the children soon learn to associate being on Green with a feeling of having done the right thing. Individual year groups have rewards in place to incentivise 'Green' behaviour – from class marbles in Y1 to Green Tea Parties in Y6.

The discipline system within Bronte School moves through the following stages:

Verbal Warning → Written Warning → Orange Card → Red Card

If, during the day in lessons, or at break times, a child has to be warned of inappropriate behaviour or reminded how to behave they are given a 'Verbal Warning' which reminds them what they should be doing. This gives the child the opportunity to reflect, consider and review their behaviour. However, if the behaviour does not immediately improve then a 'Written Warning' is given. This is indicated on the wall-chart with a 'WW' piece of card (and a record kept in some classes). Any other instance of poor behaviour within the same day (or session/half-day for Infants) will result in an 'Orange Card' being issued (and displayed in the class). Consequences for receiving an 'Orange Card' will vary from class to class, as the children gradually take more responsibility for their own actions.

Further poor behaviour may result in a 'Red Card' being issued (this is accompanied by a Reflection Sheet

and an entry in the 'Behaviour Log' kept by the Deputy Headteacher). The Reflection Sheet is completed by the child (with adult assistance) and sent home to parents to help support the reflective nature of the form. A copy of the Reflection Sheet is also kept in the class file.

Both the 'Orange' and 'Red' cards can be issued immediately (without moving through the previous stages) following a more serious incident, such as physical violence. A fixed term suspension may be applied following a serious incident or repeated 'Red Cards'.

Lunchtimes and breaktimes are treated as completely stand alone sessions, with the same system of Verbal Warning, Written Warning, Orange then Red card being adhered to. In order to facilitate adequate reflection and ensure that sanctions are immediate, a Written Warning issued on the playground will be accompanied by a 5 minute 'time out' where actions can be considered and, if appropriate, discussed. Another 5 minute 'time out' would accompany an Orange Card on the playground, with the associated classroom sanction also given by the class teacher. All teachers are made aware of any warnings issued during the lunchtime period by those adults on duty. House points, lunchtime stickers and certificates will also sometimes be awarded by the Lunchtime Supervisors, to children who are making positive choices and staying 'green'. Incidents are recorded in either the Dinner Hall or Playground Behaviour Books during lunchtimes.

In the same way that the rewards offered to each class for being 'Green' differ depending on the age of the children and level of development, sanctions differ too. Although every Red Card incident will result in a Reflection Sheet being sent home and an entry into the Behaviour Book, Orange Cards sanctions will be determined by the class teacher and clearly explained to parents/children at the beginning of the academic year.

APPENDIX 2

Reflection Sheet (Lower School)

**Bronte School
Reflection sheet (Lower School)**

Name:

Date:

I have needed to think about my behaviour today.

What did I do?	Why did I do it?
What rule did I break?	What choice could I make next time?

I have talked to.....

I would like to talk to my parents about.....

My behaviour today

(Areas of concern will be highlighted)

		Yes	No
Arriving at school	Have I travelled to school sensibly?		
	Have I come into school calmly and quietly?		
	Have I put my things away sensibly?		
Learning Times	Have I sat still on the learning carpet?		
	Have I looked at and listened to the teacher?		
	Have I put up my hand to share ideas?		
	Have I tried my best to do my work?		
Choices & Voices	Have I used kind words?		
	Have I used kind actions?		
	Have I shared with my friends?		
	Have I looked after the toys and resources?		
	Have I helped at tidy time?		
Outdoor Play	Have I used kind words and actions?		
	Have I shared with my friends?		
	Have I listened to adults and followed instructions?		
Snack and Lunch times	Have I used a quiet voice?		
	Have I remembered to be polite?		
	Have I eaten my food sensibly?		

APPENDIX 3

Reflection Sheet (Upper School)

Bronte School Thinking About My Behaviour <u>My Reflection Sheet (Upper School)</u>	
Name:	Year Group:
Date:	
<u>What I did...</u>	
<u>What rule have I broken?</u>	
<u>My side of the story...</u>	
<u>This caused...</u>	
<u>I could sort this out by...</u>	
<u>Action</u>	
<u>Discussed with:</u>	

APPENDIX 4

**Bronte School
Information about ABC Logs (updated Nov 2016)**

(The ABC method has been developed to assess and manage behaviour more effectively)

The vast majority of misbehaviour arises from four causes: lack of attention, lack of power, revenge, and lack of self-confidence so the possible function of the poor behaviour: escape by withdrawal, attention, power, revenge, avoidance, boredom, stress, lack of empowerment/ purpose

Student's goal	Attacking behaviour	Defending behaviour
escape		Acting stupid Idle Incapable Won't mix Solitary activities
attention	The clown The nuisance The show off Mischief maker Pencil tapper	Lazy Wants help Shy Untidy Self-indulgent Excessively pleasant
power	Argues Rebels Defiant Contradicts Bully Temper tantrums Disobedient (doing something not told to do)	Uncooperative Stubborn Takes their time Disobedient (not doing as told)
Revenge	Stealing Vicious Destructive Cruel Vandalism violent	Sullen Moody Morose Passive hate Refuses to participate

ABC Questions

<u>Date, Time and Setting</u> [e.g. Monday 10/2/11; 10:20 a.m. ; literacy plenary]	<u>Antecedent</u> [What provoked it? What happened before? e.g. teacher announces it is time for reading]	<u>Behaviour</u> [What actually is the challenging behaviour; what did the child do? e.g. tells inappropriate joke]	<u>Consequence</u> [What happens to the individual and participants afterwards? e.g. other students laugh and lesson is disrupted]	<u>Comments/ Analysis</u> [including possible function e.g. escape, attention, power, revenge. Also what did you do and what happened as a result of your efforts?]
	<ul style="list-style-type: none"> Does the child have a pre-existing condition? What effects does that have? How can I respond effectively to it? 	What does the person do? <ul style="list-style-type: none"> To him/herself? To others? To property and surrounding 	How do I deal with the person after the behaviour is over? <ul style="list-style-type: none"> Overcoming negative consequences? Calming the individual down? Restoring relationships? Preparing for the next placement/ setting? 	
	Is there a particular changing condition? <ul style="list-style-type: none"> At home During the day In a different setting With different staffing What effects does it have? How can I respond effectively to it? 	Can I recognise when this is about to start? <ul style="list-style-type: none"> A particular look or behaviour? A particular sound? A particular action? 	How do I deal with the group? <ul style="list-style-type: none"> someone who provoked the outburst? a victim/s other people 	
	Is there a particular trigger which sets the individual off? How can I remove or prevent this happening? If not how can I deal with its effects?	Can I quickly re-direct the person and prevent an incident?	How do I share my feelings/ relieve my own stress afterwards? <ul style="list-style-type: none"> With colleagues With line managers? With my family/ friends? 	
	What information do I need to help predict problem behaviour? <ul style="list-style-type: none"> How will I get this information? Contact family Discuss with staff? 	How could I manage the situation? <ul style="list-style-type: none"> the individual others stop the behaviour 	How do I greet the child next time I meet them?	

Child: example

Member of Staff Completing: Mrs X

<u>Date, Time and Setting</u> [e.g. Monday 10/2/11; 10:20 a.m.; literacy plenary]	<u>Antecedent</u> [What provoked it? What happened before? e.g. teacher announces it is time for reading]	<u>Behaviour</u> [What actually is the challenging behaviour; what did the child do? e.g. tells inappropriate joke]	<u>Consequence</u> [What happens to the individual and participants afterwards? e.g. other students laugh and lesson is disrupted]	<u>Comments/ Analysis</u> [including possible function e.g. escape, attention, power, revenge. Also what did you do and what happened as a result of your efforts?..]
Tues at 10 am in the classroom example child at a table with 4 other children and myself	He got fed up with the game he was playing with and wanted the game that A was playing with.	He kicked A and made him shout in temper	I did not let him have the game and I explained he must not kick and asked him what he should say to A. He shouted again so I gave him the choice of ...	
Wed 11:30 am in the outdoor play area	Children <u>playing</u> a range of toys and very absorbed in their play. I did not see example child as I was working with the group on the car race track.	Our child started throwing stones at other children	I made him come inside. He kept asking if he could go outside again but I said his behaviour was not welcome out there.	
Friday 11:30 am in the outdoor play area.	A group of children playing with wheeled toys. A had a bike but <u>example child didn't</u> . He wanted the bike.	He argued with A about whose turn it was on the bike and tried to snatch it and would not let go getting rougher and rougher and louder and louder.	I took the bike away from both of them. So he didn't get the bike but A also didn't get the bike either .	

**Bronte School
ABC Log (updated Nov 2016)**

Child:

Member of Staff Completing:

Date:

<u>Date, Time and Setting</u> [e.g. Monday 10/2/11; 10:20 a.m. ; literacy plenary]	<u>Antecedent</u> [What provoked it? What happened before? e.g. teacher announces it is time for reading]	<u>Behaviour</u> [What actually is the challenging behaviour; what did the child do? e.g. tells inappropriate joke]	<u>Consequence</u> [What happens to the individual and participants afterwards? e.g. other students laugh and lesson is disrupted]	<u>Comments/ Analysis</u> [including possible function e.g. escape, attention, power, revenge. Also what did you do and what happened as a result of your efforts?]