



Part of The **co-operative**
primary academy of Leeds

Brownhill Primary Academy Behaviour Policy

AIMS OF OUR POLICY

To enable all children at Brownhill Primary Academy to be successful, safe and happy learners.

To focus on, and reward, positive behavior.

To use a staged approach to sanctions.

BACKGROUND:

Brownhill Primary Academy is a harmonious and inclusive school that meets the needs of all its children including those with complex social, emotional and behavioural needs. Our aim is to create a safe and happy environment where children can be successful learners who enjoy a wide range of experiences and opportunities.

Some children need help to manage and articulate their emotions and to conform to good behaviour. We will treat all children with respect and make them feel valued. Children who have additional or different needs may have specific plans and responses identified through IBPs (individual behaviour plans) or individualised targets. This differentiated approach will include clear targets, rewards and sanctions, and children will receive adult support to help them achieve success.

The policy has been written following consultation, using results of audits and knowledge of best practice. Its fair and consistent implementation is the responsibility of all partners. It is a working document that outlines the underlying philosophy, purpose, organisation and management of behaviour in our academy.

RATIONALE:

- Developing good behaviour is the responsibility of the whole school community – staff, parents, children, outside agencies, governors need to work in true partnership to build positive relationships.
- Adults and children need to be clear about their roles.
- Clear systems are vital.
- Every child is a learner and so all children have an entitlement to good learning – good behaviour must underpin this.
- We have high expectations of achievement within learning and so learning must not be disrupted.
- All members of our community have a right to come to a happy, safe and caring academy.
- Everyone must follow the academy rules but some children need extra support in order to do this – this may be due to their age, their special needs, their social and emotional needs.
- Children are children and they sometimes make mistakes.

The success of our policy will not be tested by the absence of problems but the way in which we respond to them.

This policy should be read alongside the following academy policies and the Cooperative Values.

- Anti- Bullying.
- Child Protection and Safeguarding.
- Care and Control.
- Health and Safety.
- Exclusions.
- Teaching and Learning.
- SEN and Inclusion.
- Cooperative Trust Diversity and Inclusion.
- Golden Time.

We will value, develop and support children's:

- Independence.
- Honesty.
- Consideration for others in work and in learning.
- Sense of fairness.
- Co-operation.
- Ability to make positive choices and decisions.
- Self- respect and self –discipline.
- Respect for all people regardless of background and role.
- Enjoyment, participation and willingness to learn.
- Willingness and ability to work towards rewards.
- Acceptance of rules.
- Knowledge of right from wrong.
- Sensitivity towards others.

- Ability to apologise for making mistakes and to put things right..
- Ability to deal with verbal and physical abuse.

We will work in partnership with parents to support positive behaviour:

Class teachers will keep parents informed on a regular basis of positive behaviour as well as concerns about poor behaviour. Reports about poor behaviour will have been investigated thoroughly and fairly and shared with parents.

- The Executive Headteacher, Head of School and all staff will work together to support and encourage parents to share the same aims of the academy in promoting good behaviour. They will signpost parents to additional support where this is needed.
- The Executive Headteacher, Head of School and Assistant Headteacher will share positive stories about best and improving behaviours. They will work in an open and honest way with parents in order to achieve the aims of this policy. They will also be involved in drawing up Parenting Contracts where needed.

We will be consistent in the application of this policy by:

- Being responsible for making sure that incident forms are completed promptly and passed to the Assistant Headteacher to enable detailed records be kept to inform decision making and shared with staff.
- Informing parents about incidents of poor behavior.
- Being positive and avoiding confrontation e.g. use of a loud voice; negative body language
- Having high expectations of good behaviour for learning and enjoyment of school life.
- Knowing children as individuals.
- Listening to children and getting the facts.
- Teaching and supporting children to achieve the aims of this policy – through the Co-operative values and their everyday life of the school.
- Consistently encouraging and praising children.
- Giving attention to good behaviour and rewarding it.
- Telling others, including parents about children’s good behavior.
- Ensuring that children enjoy their learning and time in our academy.
- Helping children to put things right.
- Helping children to catch up on missed work.
- Providing opportunities for co-operative learning and play.
- Giving children responsibilities and a voice.
- Developing children’s confidence and self-esteem.
- Class teachers working with the Assistant Headteacher, SENCo and BSW when any child is not able to follow the Academy policy.
- The Class teacher informing SLT when a parent is not working in partnership with themselves to support good and improved behavior.

REWARDS:

Our reward system is based on the consistent use of Golden Time. Linking Golden Time with Golden Rules, Academy Rules and the behaviour policy develops an effective way of managing a whole academy approach to behaviour.

Each class agrees a range of enjoyable and exciting activities for children to participate in at the end of the week. Signing up for Golden Time activities is an important part of the process as the desire to join in an activity drives and motivates children to abide by the Golden Rules and thus ensure good behaviour and full participation in the activity.

Careful consideration will be given to children who always follow the class and school rules, but also to those children with individual behaviour plans.

Each class teacher nominates a Star of the Week who receives a certificate and badge in Friday assembly. Parents are invited by text to join the assembly and share the celebration. Nominations should be given to Jacqui Emmett by Thursday lunchtime.

Children earn stars and smileys for good behaviour, kind acts and hard work. These are recorded individually and contribute to team points.

Letters of congratulation are sent to parents of children for consistent good behaviour.

The Always Good group meets every week to celebrate those children who demonstrate a consistently good attitude towards learning and excellent behaviour in and around the academy.

SANCTIONS: THE PRINCIPLES:

When inappropriate behaviour is displayed we will use a range of sanctions. The following principles underpin our use of sanctions.

- When dealing with poor behaviour, we will always separate the behaviour from the child.
- We will try and de-escalate the behaviour using a range of strategies whenever it is clear that a child is having difficulty behaving.
- The academy system of sanctions is based on Behaviour Steps. These systems may not apply to children who have an Individual Behaviour Plan. Individual children may have personalised plans that include personalised expectations, rewards and sanctions.
- A clear communication system between home and academy where accountability is clearly defined is important to the success of this policy.
- Every child has a curriculum entitlement. Decisions to exclude children from any curricula activities will be made by the class teacher in agreement with the Head. Positive Handling Plans and/or risk assessments will be made where necessary.

- Before sanctions are decided and shared with the child, every reasonable attempt will be made to investigate what has happened. After the sanction, the child will be asked to reflect on what went wrong and they will be supported to decide how they will begin to put it right and avoid the same thing happening again.
- This policy outlines a layered, differentiated approach to sanctions for poor behaviour so that children whose behaviour is causing concern will receive appropriate intervention.

SANCTIONS: Foundation and Key Stage 1

All children begin each week with thirty five Golden Minutes which they will keep for good behaviour. However, Golden Minutes may be lost in accordance with Golden Time Policy. Visual representations such as *frogs, lily pads, warning water and black rock* are used in Foundation stage and *sunshine, white clouds and black clouds* are used in KS 1 to remind children of Golden Time.

All children in Foundation stage will begin each day on the a lily pad, however, a child who does something that breaks the class, academy or golden rules will be given 3 warnings (Step 1) and if they continue to behave inappropriately will have their name moved to the warning water (Step 2) and they will have Think it Through time for 5/10 minutes in class.

If their behaviour still doesn't improve their name will be moved to the black rock (Step 3). At Step 3 an Incident Form to be completed (See Appendix A) and parents to be informed.

All children in KS 1 will begin each day on sunshine, however, a child who does something that breaks the class, academy or golden rules will be given 3 warnings (Step 1) and if they continue to behave inappropriately will have their name moved to the white clouds (Step 2) and they will have Think it Through time for 5/10 minutes in class.

If their behaviour still doesn't improve their name will be moved to the black clouds (Step 3) and they will miss playtime. Yr. 2 children will have time out in a designated area. At Step 3 an Incident Form to be completed (See Appendix A) and parents to be informed.

No child is to be left unsupervised and children should not be removed from class unless they become aggressive and un-cooperative. If this happens, the inclusion worker, learning mentor or senior member of staff should be called to assist. If a child refuses to follow instructions eg. To leave the classroom, physical intervention may be used by trained staff.

The class teacher will tell the child's parent that they have reached Step 3 and discuss the reasons. They will expect the parent to support the child to improve their behaviour the following day.

ZERO TOLERANCE BEHAVIOURS IN FOUNDATION AND KEY STAGE 1

The following behaviours are dangerous and disruptive and must be brought to the attention of the Senior Leadership Team.

- Deliberate/serious damage to property.
- Leaving the school premises.
- Serious attack on adult or child.
- Racism.
- Homophobic biophobic, transphobic language/ bullying.
- Throwing furniture.
- Severe disruption to learning.
- Swearing or verbal abuse.

ACTION FOLLOWING ZERO TOLERANCE BEHAVIOUR – FS AND KS1

The child will be given work to do by the class teacher and kept out of class for a session. A Red – Card must be sent to the office who will record and inform a member of the SLT who will take appropriate action.

The class teacher should make reasonable steps to ensure that the child can catch up on learning missed.

The parent/ carers will be notified and a letter will follow.

For serious incidents the parent/ cares will be asked to meet with a member of SLT.

Conflict resolution, restorative processes will be used as and when appropriate.

Repeat red card behaviours or zero tolerance incidents during lessons will result in missed playtimes, lunch time detention or internal exclusion. Internal exclusion will be arranged in consultation with SLT.

SANCTIONS: Key Stage 2

All children begin each week with thirty-five Golden Minutes which they will keep for good behaviour. However, Golden Minutes may be lost in accordance with Golden Time Policy.

If a child displays inappropriate behaviour they will be given 3 warnings (Step 1), if they continue to display inappropriate behaviour they will move to Step 2 where Think it Through time is given for 5/10 minutes in class. If behaviour still does not improve child will move to Step 3 which is Think it Through time for 15 minutes in a parallel or different class. The child must be given work to take which they are able to do unsupported. At Step 3 and beyond an incident form is to be completed.

A child may also attend TIME OUT for fifteen minutes at the beginning of the lunch break if they fail to complete work or do not do work to a satisfactory standard.

Loss of Golden Time and the opportunity to earn it back will be at the teachers' discretion .

No child will be left unsupervised or in public areas.

If on returning to their own class a child's behaviour remains inappropriate they will go to a Step 4 and will be removed from their class for the rest of the session or more. Work which they can do unsupported will be provided and the child under the supervision of a member of the SLT. An incident sheet will be completed and recorded on the behaviour monitoring system. Parents will be informed.

If a child refuses to leave the classroom or to go to a specified place, physical intervention may be used by trained staff. Support should be secured from SLT.

ZERO TOLERANCE BEHAVIOURS IN FOUNDATION AND KEY STAGE 2

The following behaviours are dangerous and disruptive and must be brought to the attention of the Senior Leadership Team.

- Deliberate/serious damage to property.
- Leaving the school premises.
- Serious attack on adult or child.
- Racism.
- Homophobic language bophobic, transphobic / bullying.
- Throwing furniture.
- Severe disruption to learning.
- Swearing or verbal abuse.

ACTION FOLLOWING ZERO TOLERANCE BEHAVIOUR – KS2

The child will be given work to do by the class teacher and kept out of class for a session. A Red – Card must be sent to the office who will record and inform a member of the SLT who will take appropriate action.

The class teacher should make reasonable steps to ensure that the child can catch up on learning missed.

The parent/ carers will be notified and a letter will follow.

For serious incidents the parent/ cares will be asked to meet with a member of SLT.

Conflict resolution, restorative processes will be used as and when appropriate.

Repeat red card behaviours or zero tolerance incidents during lessons will result in missed playtimes, lunch time detention or internal exclusion. Internal exclusion will be arranged in consultation with SLT.

PLAYTIME AND LUNCHTIME PROCEDURES FOR FS, KS1 AND KS2:

We want all children to enjoy happy and safe playtimes and lunchtimes. A staged approach to sanctions for inappropriate behaviour is used which provides opportunities for children to correct their mistakes.

Stage 1: If academy rules are broken at playtimes and dinnertimes, the child is reminded of the school rules.

Stage 2: If academy rules are broken again, child to be given a further reminder and a warning. Record in Stage 2 Monitoring Behaviour book.

Stage 3: If academy rules are continued to be broken the child stays by the adult or holds their hand for 5 minutes. If they refuse then move to Stage 4. Incident form to be complete and given to a member of the SLT at end of play or lunchtime. (See Appendix C)

Stage 4: Up to 10 minutes at the wall. Incident form to be complete and given to a member of the SLT at end of play or lunchtime.

Stage 5: Zero Tolerance Behaviour: to be reported to a member of the SLT as soon as possible. If a serious incident SLT should be informed immediately. Incident form to be complete.

Any behaviour that compromises the safety of anyone

Deliberate or serious damage to property

Leaving the premises

Serious physical assault towards an adult or a child

Racial incident

Homophobic language

Swearing or verbal abuse

All information from incident forms will be recorded on behaviour monitoring system and reviewed daily.

Repeated red card behaviours or zero tolerance incidents during playtime or dinnertime will result in missed playtimes and possible exclusion from dinnertime for up to 5 days. This will be arranged in consultation with a member of SLT.

For red card and zero tolerance incidents playtimes or lunchtimes can be lost and need to be earned back in a staged way as follows:

- Two playtimes spent quietly in school reading or writing
- Third playtime spent quietly in school for 10 minutes, last 5 minutes of break outside
- Fourth playtime spent quietly in school for 5 minutes, then 10 minutes outside
- Fifth playtime all spent outside

If a further incident occurs, child goes back to previous stage. For lunchtimes the same principle will be used but with altered timings and possibly an interim stage of time spent with an adult on playground.

MONITORING and EVALUATION OF BEHAVIOUR:

In order to monitor good behaviour and behaviour causing concern, ALL staff have a responsibility to record incidents and to communicate concerns to children, parents and senior staff.

The school uses a Behaviour Monitoring System so that behaviours can be analysed to identify any trends and to help reduce any further incidents. Data may also be used to produce a report for parents and/or for other agencies e.g. to obtain funding for behaviour support; provide evidence for a meeting with parents. Data is reviewed daily and reviewed half termly with staff.

Whenever a child behaves in an intentional and negative way, either in the classroom or on the playground an incident form will be complete and submitted to the Assistant Headteacher.

Incident forms must be completed for any child who has reached Step 3 or beyond.

Playground and lunchtime Incident Forms will be completed for children on Stage 3 or above.

Hate incidents are recorded in accordance with Leeds City Council Regulations

STAFF TRAINING:

Behaviour Surgery:

This group is for NQT's and other class teachers who meet every half term to discuss challenges, share experiences and strategies around the teaching and management of children with challenging social, emotional and behaviour problems. Various methods including solution focussed and reflective strategies are used to discuss individual, group and whole class real life case studies.

Guest speakers are invited to the group to lead on topics identified in the managing of behaviour.

SANCTION SUMMARY FS AND KS1

Step 1	Reminder 1	
	Reminder 2	

	Reminder/warning 3	
Step 2	Warning water/ warning water	Think it through time in class – 5/10 mins.
Step 3	Black rock/ black cloud	Playtime missed/ time out/ lost minutes
Zero tolerance		Immediate red card sent to office. BSW and/ or SLT informed.
Deliberate/serious damage to property	Serious assault on child or adult	
Leaving premises	Severe disruption to learning	
Racism	Throwing furniture	
Swearing or verbal abuse	Homophobic language	

MONITORING OF FS AND KS1 BEHAVIOUR

STAGE	TRIGGER	ACTION
STAGE 1	Series of Step 2s or any Step 3 over 2 week period	Class Teacher to phone/speak to parents to discuss concerns. Class teacher records Steps and conversation on Monitoring Behaviour Form (Appendix E)
STAGE 2	3 Step 3s over a week	Class Teacher to meet with parents to discuss concerns. This may be supported by an Assistant Headteacher if appropriate. Record in Step 2 Monitoring Behaviour Book.
STAGE 3	An emerging pattern of Step 3s over each session of each day or over the majority of sessions during a week	Class teacher and Assistant Headteacher to meet with parents to discuss individual targets and child placed on the Traffic Light system.
STAGE 4	An emerging pattern of poor behaviour over a number of weeks during a half term, where an IBP has had no apparent improvement in behaviour	Class Teacher/ Assistant Headteacher/ BSW to look an IBP and additional support strategies including referral to outside agencies. At this point joint responsibility for behaviour support will be shared between Class Teacher/ Assistant Headteacher and Behaviour Support Worker.
STAGE 5	In certain cases, the Head of School may decide to internally or externally exclude a child for their behaviour.	
N.B at any stage the Head of School may draw up a Behaviour Contract that outlines roles and responsibilities for children, parents and staff to agree and sign.		

SANCTION SUMMARY KS2

Step 1	Reminder 1
	Reminder/warning 2

Step 2	Think it Through in class 5/10 mins
Step 3	Think it Through in parallel class 15 minutes and possible time out
Step 4	Work with assistant head or head until next session or more and time out
Zero Tolerance	
Deliberate/serious damage to property	Serious assault on child or adult
Leaving premises	Severe disruption to learning
Racism	Throwing furniture
Swearing or verbal abuse	Homophobic language

Immediate red card sent to office.
BSW and/ or SLT informed.

MONITORING BEHAVIOUR KS2

STAGE	TRIGGER	ACTION
STAGE 1	Repeated pattern of up to 3 Step 3 incidents and/or a Red Alert in one week	Class Teacher to phone/speak to parents in person (by appointment or at end of the school day on collection) to discuss concerns and to gain support for improvement in child's behaviour. Class teacher records trigger and conversation on Behaviour Monitoring form.
STAGE 2	3 or more incidents at Step 4 or Red Alerts over any 3 days or over a week.	Class Teacher to meet with parents to discuss concerns. This may be supported by the BSW or Assistant Head teacher if appropriate.
STAGE 3	An emerging pattern of Time Outs and Red alerts over each session of each day or over the majority of sessions during a week.	Class teacher and Assistant Headteacher to meet with parents to discuss individual targets and child placed on the Traffic Light system.
STAGE 4	An emerging pattern of poor behaviour over a number of weeks during a half term, where individual targets have made no apparent improvement in behaviour.	Class Teacher to introduce an IBP and discuss additional support strategies including referral to outside agencies with AHT. At this point joint responsibility for behaviour support will be shared between Class Teacher/ Assistant Headteacher and BSW.
Zero Tolerance	In certain cases, the Head of School may decide to internally or externally exclude a child for their behaviour.	

N.B in some circumstances the Head of School may draw up a Behaviour Contract that outlines roles and responsibilities for children, parents and staff to agree and sign

APPENDIX D

KEEPING THE PLAYGROUND A SAFE PLACE FOR ALL

INTRODUCTION

- The playground must be a 'SAFE' place for everyone.
- Hurting people is not acceptable.
- I will be kept safe but so will others
- Targets will be set to help keep the playground a 'SAFE' place.
- If I am not keeping it a 'SAFE' place then I could lose this time.
- School will always help me to 'EARN BACK' playtime.
- If I have any problems I will report it to a member of staff to deal with.

PLAYGROUND TARGETS FOR EVERYONE

1. To keep my hands and feet to myself.
2. Not to make others unhappy.

SANCTIONS

Stage 2

Stage 3

Stage 4

Stage 5

What happens if I do not stick to my targets.

I will be given a reminder of my targets.

I will stay by an adult for 5 minutes.

I will stand at the wall for 10 minutes .

I will lose my playtime and may have to earn it back.

If a serious incident happens playtime will be lost without warning.

School will contact home by letter/telephone or both if I lose my playtime.

HOW TO EARN BACK LOST PLAYTIME.

- I will lose break for two days and sit quietly in school – reading/ writing.
- I will sit quietly in school – reading/ writing until the last 5 minutes of break when I can go onto the playground.
- Each day I do this and the playground is kept safe my time will be increased by 5 minutes, until full break is reached.
- If an incident occurs I will go back to the time I was successful for.

A letter will be sent home once I earn back my full playtime.

APPENDIX E

BROWNHILL PRIMARY ACADEMY RULES

1. ALWAYS BE KIND AND HELPFUL.
2. TRY TO DO OUR BEST.
3. WALK QUIETLY.
4. KEEP YOUR HANDS AND FEET TO YOURSELF.
5. RESPECT EACH OTHER AND LOOK AFTER OUR SCHOOL.

SEVEN GOLDEN TIME RULES

1. WE ARE GENTLE
2. WE ARE KIND AND HELPFUL.
3. WE WORK HARD.
4. WE LOOK AFTER PROPERTY.
5. WE LISTEN.
6. WE ARE HONEST.
7. WE DO AS WE ARE ASKED.

NB each class will agree and display their Golden Rules alongside the School rules.