



Brookfield
Academy

Positive Behaviour Policy

October 2016



Brookfield Academy Positive Behaviour Policy



Principles, Vision and Ethos

At Brookfield we believe that positive relationships and partnerships based on the highest level of mutual respect and understanding are key to success for all members of our community. We are committed to ensuring that Pupils are enabled and empowered to acquire and develop the skills, knowledge and understanding that will allow them to become academically and socially successful. We have a duty to equip them with the communication and social skills that will enrich and enhance their opportunities in adult life. Also and fundamental to the academy is that all members have a right to be safe, healthy and feel a sense of wellbeing. To develop and thrive as individuals, Pupils should be given the autonomy to make the right choices and should recognise that inappropriate behaviours and actions act as a barrier to learning and negatively impact upon others. We fully believe that praise, recognition and reward are integral constituents in any successful organisation and powerful in developing a thriving school environment.

The establishment of a calm and orderly learning environment in school and in the classroom is key to effective learning and teaching in our school. Effective learning and teaching is dependent on positive relationships between staff and pupils, and between pupils themselves. For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles within. We believe in the importance of offering choices to the child. This helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel that they have lost control over their actions. Our policy at Brookfield Academy is based on an overwhelmingly positive approach towards managing behaviour. A major part of our policy is based on the emphasis on Incentives, Golden Rules, Golden Time and when required, the use of agreed sanctions.

The law says the Headteacher must set out measures in the behaviour policy which aim to:

- ❖ promote good behaviour, self-discipline and respect;
- ❖ prevent bullying;
- ❖ ensure that pupils complete assigned work; and which
- ❖ regulate the conduct of pupils.

(DFE-Behaviour and discipline in schools. Advice for headteachers and school staff- January 2016)

The Positive Behaviour policy operates in conjunction with the following policies:

- ❖ Anti-bullying policy
- ❖ Special Educational Needs (SEND)
- ❖ Race Equality Policy
- ❖ Attendance Policy
- ❖ Safeguarding and Child protection policy
- ❖ Positive handling policy

Key Points

- ❖ Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006)
- ❖ The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- ❖ Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- ❖ Teachers can also discipline pupils for misbehaviour outside of school.
- ❖ Teachers can confiscate pupils' property.
- ❖ Teachers have a power to impose detention out of school hours.
- ❖ Head and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- ❖ Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safe guarding and promoting the welfare of children.
- ❖ The Headteacher must also take into account the governing body's statement of behaviour principles.

Aims

Our school aims to:

- ❖ Provide a secure environment where everyone is respectful to each other
- ❖ Provide challenge and support to achieve high standards.
- ❖ Provide an environment where learning is enjoyable.
- ❖ Help each individual to discover and develop new skills and abilities.
- ❖ Encourage children to share the responsibility for their own education.
- ❖ Care for and value everyone in the school community.
- ❖ Promote good relations with others at school and in the community.
- ❖ Encourage children to be moral, self-disciplined, hardworking and caring.

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

Objectives

To meet these aims through our Positive Behaviour Policy we have set the following objectives.

- ❖ All members of the school community will be involved in implementing this Positive Behaviour Policy.
- ❖ Staff and children will behave towards each other with mutual respect, consideration and tolerance.
- ❖ We will celebrate positive behaviour with a system of rewards.
- ❖ The school will involve parents at an early stage if their child is persistently behaving in an unacceptable way or if a serious incident has occurred.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption and be well labelled to promote independence. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work and the completion of assigned work.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Restorative Practice

At our school we adopt the principles of The Restorative Approach (more information can be found in our Restorative Practice Policy); an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties. Restorative conversations can take place between pupils, pupils and adults and pupils and the whole class.

Pupil Voice

Brookfield Academy actively promotes pupil participation and values and respects the voice of every pupil. Pupils are given the opportunity to take responsibility and are encouraged to make a positive contribution to their learning, school and society. Pupils have the opportunity to work with staff through the student council and their opinion is regularly sought when changes are being made, or in review of current practices. Throughout the year Pupils are involved in setting their own targets which they receive rewards for once achieved.

School Ethos

Positive behaviour is consistently reinforced. This is also taught through the PSHE curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Through the PSHE curriculum, Restorative Practice, circles and assemblies children have the opportunity to discuss issues and voice concerns. Children are provided with consistent positive encouragement and recognition when they demonstrate positive behaviour. The school believes that nobody has the right to hurt other

people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. All children are issued with the academies Child Friendly Anti Bullying Policy so that that they know how to act.

To support this principle, all children are told regularly, through class PSHE lessons and assemblies, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

Golden Rules

The Golden Rules clearly define the high standard of behaviour that we expect in school from Nursery to Year 6. They are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in. These rules are set out below:

- ❖ We promise to keep everyone safe.
- ❖ We promise to listen and talk politely to others.
- ❖ We promise to do our best in all learning and play.
- ❖ We promise to look after our school.
- ❖ We promise to be kind, honest and helpful.

Incentives

We have “whole school” incentives and rewards to recognise and celebrate good behaviour, good work, helpfulness to peers and adults. Whole school incentives (Reception to Year 6) are:-

- ❖ **Golden Time** - This is a valued and special time from 2.25pm on a Friday afternoon. Activities should be fun, structured and child centred. All activities will change on a regular basis (at least every half term) and pupils will be consulted for their ideas and suggestions. At the beginning of each week, pupils sign up for a Golden Time activity. This motivates and encourages them to follow our Golden Rules. All pupils will begin the week with 30 minutes Golden Time.
- ❖ **Smiley Stamps** – Each child will have an individual ‘smiley stamp chart’. Stamps will be awarded for outstanding behaviour – full engagement in learning, listening to the teacher and others, showing outstanding attitudes, trying hard with their work, contributing to discussions etc. Stamps should be awarded for exemplary attitudes and behaviour. Stamps can also be awarded to children who have significantly modified their behaviour during a session.

The children earn different prizes after earning a specified number of stamps –

- 1st card (30 stamps) = HT sticker, dip in 30 prize box (pencil, rubber).
- 2nd card (60 stamps) = HT certificate, dip in 60 prize box (game: draughts, chess etc)
- 3rd card (90 stamps) = Bronze certificate, I-pad/computer session, art lesson or extra playtime
- 4th card (120 stamps) = Silver certificate, SLT lunch
- 5th card (150 stamps) = Gold certificate, Frisbee, football, colouring set etc.)
- 6th Card (180 stamps) = Platinum Certificate, ‘wow’ trip at end of the year.

- ❖ **Stickers** - are awarded by members of staff when they spot pupils following the Golden Rules and making the right choices.
- ❖ **'Star of the Week', 'Behaviour Award' and 'Achievement award'** certificates are presented to individual pupils (Year 1 to Year 6) for achievements during the week in Friday's assembly. Each Class Teacher will choose 1 child to be awarded a 'Star of the Week' certificate for outstanding attitude, behaviour or achievement and two other children will be chosen to be awarded an 'Achievement Award' for outstanding achievement in their work and 'Behaviour Award' for outstanding or improved behaviour.
- ❖ **Gold Book** – The names of children awarded 'Star of the Week', 'Achievement Award' and 'Behaviour Award' are written in the Gold Book which is kept in the Main Entrance.
- ❖ **Always Children** - All children who have lost no Golden Time during a half term will be invited to the 'Always Event' at the end of each half term (teachers will need to keep a list of these children during the half term)

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features:-

- ❖ It must be clear why the sanction is being applied.
- ❖ It must be made clear what changes in behaviour are required to avoid future sanctions.
- ❖ Staff use the language of choice to encourage children to make the right choice.
- ❖ It should be the behaviour rather than the person that is punished.

Application of sanctions:

1.	<p>Non Verbal A look, standing near the child, reminding of class rules, rewarding those following rules, praise children next to them.</p>	<p>Behaviour Child daydreaming, fiddling, looking out the window, messing, doodling (not disrupting learning of others) etc.</p>
2.	<p>Verbal Warning 'Name' you're action, you need to desired behaviour. Thank you. Reward another child.</p>	<p>Level 1 offence - talking, distracting others, slow to complete work, swinging on chair, arguing over equipment, non-verbal signals across room, etc.</p>
3. S1	<p>Warning Child's name written on the board. 'Name' that's a warning for action, you need to desired behaviour. If you choose not to desired behaviour you're choosing to lose Golden Time, if you choose to desired behaviour, you're choosing to keep Golden Time. Make the right choice. Thank you. Reward another child.</p>	<p>Continuation of Level 1 offence Lose 5 minutes Golden Time Child's name written on the board. 'Name' you've lost Golden Time for action, you need to desired behaviour. If you choose not to desired behaviour you're choosing to lose playtime, if you choose to desired behaviour, you're choosing to keep playtime. Make the right choice. Thank you. Reward another child.</p>
4 S2	<p>Lose 5 minutes Golden Time Child's name written on the board. 'Name' you've lost Golden Time for action, you need to desired behaviour. If you choose not to desired behaviour you're choosing to lose playtime, if you choose to desired behaviour, you're choosing to keep playtime. Make the right choice. Thank you. Reward another child.</p>	<p>Continuation of Level 1 offence or Level 2 offence - Calling out, rudeness to staff, throwing equipment, refusal to follow instructions, etc.</p>
5 S3	<p>Lose Playtime Child's name written on the board. Child misses playtime (or the following playtime) and stays with the Class Teacher. "Name" you've lost playtime for action, you need to desired behaviour. If you choose not to desired behaviour you're choosing to go to Time Out, if you choose to desired behaviour, you're choosing not to go to Time Out. Make the right choice. Thank you. Reward another child.</p>	<p>Continuation of Level 1 offence or Level 2 offence - And disruption to Teaching and Learning.</p>
6 S4	<p>Time Out – Orange Report Sheet Child is sent to Time Out (with Phase Leader) for 10 minutes. 'Name' you need to go to Time Out with phase leader for action, then you need to desired behaviour. If you choose not to desired behaviour you're choosing to have a phone call home, if you choose to desired behaviour, you're choosing not to have a phone call home. Make the right choice. Thank you. Reward another child. _____</p> <p>The child is given an Orange Report Sheet and reports to the Phase Leader at the end of each session for the following 5 days.</p>	<p>Continuation of Level 1 or Level 2 offence or Level 3 offence – swearing directly at an adult, refusal to come in after play, leaving the classroom, threatening behaviours- verbal and non- verbal.</p>

	<p>Morning Sessions If the child has lost Golden Time in a session, they will miss 5 minutes off the following playtime or lunchtime and stay with the Phase Leader. If the child has lost playtime, they will spend playtime with the Phase Leader. If the child is sent to Time Out, they will be sent to Mrs Clegg for a Phone Call Home (Phone Call Home procedures begin and a Red Report sheet is issued)</p> <p>If there is an issue at playtime, the child will lose 15 minutes off lunchtime.</p> <p>Afternoon Sessions If the child has lost Golden Time in a session, they will have 5 minutes after school detention. If the child has lost playtime, they will have a 15 minute after school detention. If the child is sent to Time Out, they will be sent to Mrs Clegg for a Phone Call Home (Phone Call Home procedures begin)</p> <p>If there is an issue at lunchtime, the child will have 15 minutes after school detention.</p> <p>Phase Leaders will track the number of Time Outs a child has each half term. On the 2nd Time Out, the Phase Leader will contact the child's parents and discuss their behaviour.</p>	
7 S5	<p>Phone Call Home – Red Report Sheet Child is sent to Headteacher / Deputy Headteacher for a Phone Call home. The Headteacher or Deputy Headteacher contacts the child's parents to discuss the incident.</p> <hr/> <p>A '5 day' Red Report Sheet is issued. The child reports to the Headteacher or Deputy Headteacher after each session missing playtimes and lunchtimes. If the child earns a star they earn the right to go out at playtime and lunchtime.</p>	<p>Continuation of Level 1 or Level 2 or Level 3 offence or Level 4 offence - Racist or homophobic name calling, deliberate physical violence towards a child in the classroom, upturning furniture or leaving the school grounds.</p>
8.	<p>Isolation A child may spend time in isolation at the discretion of the Head or Deputy Headteacher. Disruptive pupils may be placed in isolation for a period of time if a child poses a risk to themselves and others. DFE guidance- Behaviour and Discipline in Schools-2014</p>	<p>There is a possibility that isolation is a sanction for children on a BMP, IBP, behaviour contract and One Page Profile and in cases of intentional physical violence/ assault</p>
9.	<p>Exclusion In very extreme circumstances, where behaviour is dangerous or a threat to another child or member of staff, the Headteacher may exclude a child from school either for a fixed period or permanently. We do not wish to exclude any child from school, but sometimes this may be necessary. School complies with the current DFE exclusion guidance (2015)</p>	<p>Persistent disruptive and defiant behaviour, serious breach or persistent breaches of school's behaviour policy, intentional physical violence/ assault. Extreme/ deliberate/ unprovoked violence/ putting themselves or others at risk.</p>

Each new session is a fresh start for children.

All phase leaders will keep a record of individual incidents of time out, these records will be submitted to the **Mrs Smith** every half term and a central record will be kept.

Exclusion

A decision to exclude a pupil will be taken only: a) In response to a serious breach or persistent breaches of the school's behaviour policy; and b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Brookfield Academy complies with current DFE exclusion guidance (2015)

- ❖ If an incident is deemed serious enough to involve fixed term exclusion, the Headteacher will endeavour to contact the parents on the day of the incident.
- ❖ A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- ❖ Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- ❖ Parents must meet with the Headteacher or other named SLT member on the day that the child returns to school to ensure such events don't reoccur.

Fixed term ('temporary') exclusions.

This involves the child being asked to remain at home for a defined period. During this period responsibility for the child passes to the parents. The Headteacher informs the Governing Body about any fixed-term exclusions beyond five days in any one term.

Permanent exclusions.

The decision to exclude a child permanently is a serious one and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but, in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The Headteacher informs the Governing Body about any permanent exclusion. The Governing Body has a duty to consider parents' representations about an exclusion. The requirements on a governing body to consider an exclusion depend upon a number of factors- (see DFE exclusion guidance 2015)

Early Years Foundation Stage

In line with "whole school" incentives and rewards, positive behaviour, helpfulness and hard work is encouraged and rewarded. Children in both Nursery and Reception classes earn 'stamps' for positive behaviour such as sitting smartly, listening attentively, sharing resources, using their manners, being helpful or participating in, and contributing to, focused learning tasks. These are stamped onto 'Stamp Cards' that are displayed in the classroom to encourage positive behaviours.

In Nursery the children receive the following prizes for filling their Stamp Cards:

- ❖ 1st Star Card: Sticker
- ❖ 2nd Star Card: Certificate
- ❖ 3rd Star Card: Pencil and rubber.
- ❖ 4th Star Card: Small prize e.g. toy car, bouncy ball, bubbles etc.

In Reception, the children receive the following prizes for filling their Stamp Cards:

- ❖ 1st card (30 stamps) = HT sticker
- ❖ 2nd card (60 stamps) = Postcard Home
- ❖ 3rd card (90 stamps) = Bronze certificate, Pencil & rubber
- ❖ 4th card (120 stamps) = Silver certificate, Small prize
- ❖ 5th card (150 stamps) = Gold certificate, larger prize (Frisbee, football, colouring set etc.)

6th Card (2:40-2:50. They choose the 'Golden Time' activity each morning and it is used as an incentive to promote positive behaviour. Nursery children will enjoy their 'Golden time' activity from 11:30-11:40.180 stamps = Platinum Certificate, SLT lunch

Every day, the Reception children who have made good choices all day enjoy a 10 minute 'Golden Time' activity from

Reception children also have an **in-class** 'Celebrations Assembly' on Friday afternoons. This involves the class celebrating one pupil per week for successes such as exemplary behaviour, attitude to learning and academic or personal and social accomplishments. Pupils work towards achieving:

- ❖ The 'Star Award' - This is a certificate awarded for behavioural achievements.
- ❖ The 'Always Child' - This is awarded to a child who has made the right choices all week (the child gets to choose a small prize from the prize box).

In both Nursery and Reception classes children are quietly reminded about their behaviour if they make the wrong choice. (Non- verbal warning)

- ❖ If they do not respond to this they are given a verbal warning using the language of choice.
- ❖ If they continue with the behaviour they will be reminded using the language of choice to change their behaviour or they will be losing 2 minutes of Golden Time
- ❖ If the child continues making the wrong choice, they will continue to lose Golden Time until all 10 minutes are lost.
- ❖ If their behaviour does not improve, they will spend 10 minutes with **Mrs Murray** (FS leader), who will speak to the parent/ carer at the end of the day.
- ❖ If the child spends time with **Mrs Murray** (FS Leader) and continues to make the wrong choice, they will have to go and see a member of the Senior Leadership Team who will then talk to their parents about their behaviour and issue an orange report sheet.
- ❖ If a child shows unacceptable behaviour, such as, scratching, hitting, biting kicking or destructive behaviour then the child is taken to the **Mrs Murray**. The child will be encouraged to reflect on their behaviour through a Restorative conversation and remains with the adult for 10 minutes. The adult does not talk to the child during that time. The child will be issued with an Orange Report Sheet and will report to the Phase Leader at the end of every session. Parents are also informed.
- ❖ In reception, if a child is on orange report they must work hard to receive a 'smiley' for each session. For each session in which they do not receive a 'smiley' they lose 5 minutes from the following day's lunch time. They spend lost time with Mrs Murray. The names of children on orange report are shared with the Mrs Smith to enable the tracking of behaviour and behavioural patterns. This supports teaching staff in identifying children who may need additional support plans or charts.

The sanction system is followed in 'sessions':

- ❖ Nursery: Free-flow, group time, free-flow, story time.
- ❖ Reception: 8:45-9:40 (registration to input), 9:40-10:50 (focus group & free flow), 10:50-11:30 (phonics and tidy), 1;00-2:30 (free flow & guided reading).

Lunchtime Supervision

At lunchtime, supervision is carried out by the Senior Supervisor and a team of midday assistants.

- ❖ Children in Years 1 to 6 can be awarded **raffle tickets** by the lunchtime supervisors for good behaviour, kindness to others, helpfulness etc. These tickets are put in a box and winners are chosen each week in celebration assembly. Class of the week are also chosen from each key stage, trophies are awarded in celebration assembly.
- ❖ Children in the Reception classes can earned raffle tickets from dinnertime supervisors for displaying exemplary behaviours such as sharing, being kind and following the rules. These tickets are collected in a box in the classroom throughout the week. On Friday, during 'Celebrations Assembly', one ticket is selected from the box and the child gets to choose a small prize from the prize box.

The Senior Supervisor and mid-day assistants are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected. The Senior Supervisor and mid-day assistants keep note of children who continually misbehave. Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or Mrs Smith. This results in loss of playtime. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for a fixed time. Serious incidents of misbehaviour result in an immediate exclusion.

Application of lunch time sanctions:

<p>Verbal Warning 'Name' you're action, you need to desired behaviour. Thank you.</p>	<p>Level 1 offence - rudeness to staff, inappropriate play, not following adult instructions, not listening to adults etc.</p>
<p>Level 1 -Warning 'Name' you have chosen to.... that's a warning for action, you need to desired behaviour. If you choose not to desired behaviour you're choosing to hold my hand for 10 minutes, if you choose to desired behaviour, you're choosing to continue playing with your friends. Make the right choice. Thank you.</p>	<p>Continuation of Level 1 offence</p>
<p>Level 2- Hold my hand for 10 minutes playtime 'Name' you have chosen to.... You need to hold my hand for 10 minutes for action. Thank you. Child's name written on 'behaviour log book'.</p>	<p>Continuation of Level 1 offence Swearing at other children</p>
<p>Level 3-Lose 5 minutes off tomorrow's playtime- teacher notified of behaviour 'Name' you have chosen to continue action.... You have now lost 5 minutes off tomorrow's playtime for action, you need to desired behaviour. If you choose not to desired behaviour you're choosing to go to the lunchtime supervisor for the rest of your playtime. If you choose to desired behaviour, you're choosing not to go to the lunchtime supervisor and you will keep the rest of your playtime. Make the right choice. Thank you.</p>	<p>Continuation of Level 1 or Level 2 offence- hurting others</p>
<p>Level 4- Send inside to spend the remainder of lunchtime with Mrs Green. 'Name' you need to go to Mrs Green for action. At the end of playtime Mrs Green to remind the child why they were sent to him/her. 'Name' you chose to 'action' so you chose to spend your</p>	<p>Continuation of behaviour- Level 1 or Level 2 offence Level 3 - swearing directly at an adult</p>

<p>playtime with me. If you continue to action you will lose your playtime for the rest of the week.</p> <p>Make the right choice. Thank you.</p> <p>The child's name is recorded in a 'behaviour log book'. These names are then passed to Mrs Smith at the end of every week.</p>	
<p>Level 5- Sent inside to SLT- Spend next playtime with SLT and Phone call home. Child is sent to Headteacher / Assistant Headteacher for a Phone Call home. The Headteacher or Assistant Headteacher contacts the child's parents.</p> <p>If a continuation- children will miss the following lunchtime with SLT.</p> <p>If straight to Level 5- The child spends the remainder of the day, with Mrs Smith. The child reports to the Headteacher or Assistant Headteacher after lunchtime for a whole week.</p>	<p>Continuation of behaviour -Level 1, Level 2 or Level 3 offence or Level 4 offence – racist or homophobic name calling, deliberate physical violence towards a child in the playground or leaving the school grounds.</p>
<p>Exclusion In very serious circumstances, where lunchtime behaviour is dangerous or a threat to others, the Headteacher may exclude a child from school at lunch time either for a fixed period.</p>	<p>Persistent disruptive and defiant behaviour, serious breach or persistent breaches of school's behaviour policy, intentional physical violence/ assault. Extreme/ deliberate/ unprovoked violence/ putting themselves and others at risk.</p>

Pupils' conduct outside school premises.

At Brookfield Academy, we expect our children to behave properly on their way to school and when wearing school uniform in a public place. We also expect them to behave properly when engaged in extended schools' activities which take place beyond the school day – e.g. school football matches. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's positive behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- ❖ taking part in any school-organised or school-related activity or travelling to or from school while wearing school uniform or in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply that:
- ❖ could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Confiscation of inappropriate items

There are two sets of legal provision which enable school staff to confiscate items from pupils:

- ❖ The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
- ❖ Power to search without consent for "prohibited items" including

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police.

Malicious Allegations

Allegations of abuse will be taken seriously, and Brookfield Academy will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

Pupil Support Systems

At Brookfield Academy we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- ❖ A child who is withdrawn and unable to make friends
- ❖ A child who is unable to concentrate on classwork
- ❖ A child who may become disruptive and / or aggressive in class

In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings **with a chosen adult** either individually or with **Mrs Green**. We may also take the decision to refer to an outside agency for additional emotional support. Some pupils may be identified on the SEN register for SEMH or ASD, this policy may be adapted to meet the needs of individual SEN pupils.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to **Mrs Green** so that strategies can be discussed and agreed before more formal steps are required. The SENCo and **Headteacher** will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents is initiated. A positive partnership with parents is crucial

to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action with the class teacher, Learning Mentors and child to encourage positive behaviour. Targets are set and reviewed every half term.

Managing Pupil Transition

❖ Entering Nursery and Reception

All children new to school in Nursery or Reception receive a home visit. We work closely with our pre-school providers and gather information from conversations and observations. Where necessary we will add in extra visits to a child's induction if we feel this will help establish relationships with staff and make the transition into school a positive start for the child and parents. Visit days and staggered starts support parents and children in smooth transition.

❖ Mid-year joiners

If pupils join Brookfield Academy mid-year Mrs Smith will meet with the child and parents and share our approach and expectations of behaviour. We ask parents to be honest about any behaviour or friendship issues their child may have experienced.

❖ Moving to High School

As part of our transition work we ensure that relevant information is passed onto the appropriate High School. The Year 6 teachers work closely throughout the summer term (earlier if needed for some individuals) to ensure that established strategies, rewards and sanctions are continued as far as possible as children move into High school.

Staff Development and Support

Development

- ❖ Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- ❖ The Headteacher will ensure that staff are kept up to date with Dfe publications and guidance.
- ❖ The school will provide training for staff around the specific needs of pupils with continual behaviour problems.

Support

- ❖ It is the Governors and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.
- ❖ Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the Dfe 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.