



# BEHAVIOUR POLICY

## (Including Early Years Foundation Stage)



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## SCOPE OF THIS POLICY

This policy applies to all pupils in school, **including Early Years Foundation Stage** and out of school care and clubs.

This policy takes account of the following documents and guidance:

- The Education (Independent School Standards) Regulations 2014
- The Independent School Standards Commentary on the Regulatory Requirements, September 2020
- The Education Act 2002 and 2011
- The Equality Act 2010
- Behaviour and discipline in schools (DfE 2020)
- Preventing and tackling bullying DfE July 2017
- Excluding Pupils – practical guidance for Independent Schools.
- Whole School Behaviour and attendance policy paper (DfE 2020)
- The Children and Families Act (DfE 2014) SEND CODE OF PRACTICE FOR 0 to 25YRS Jan 2015
- Statutory Framework for the Early Years Foundation Stage 2021

This policy is to be read in conjunction with the following policies:

- Admissions
- Anti-Bullying (including Cyber and Homophobic Bullying)
- Attendance - Child Protection and Safeguarding Children
- Complaints
- Code of Conduct
- Equal Opportunities
- Health and Safety including Out of School Activities and Visits
- No Smoking
- Partnership with Parents
- PSHEE
- Children with Special Educational Needs, Learning Difficulties or Disabilities and Inclusion
- Supervision

## INTRODUCTION

The designated persons for behaviour management are the Director of Welfare, the Deputy Head and the Headteacher. At Brackenfield School, strong emphasis is placed on creating a caring ethos of trust, respect and co-operation in which each child feels valued and in which all children can experience responsibility and learn self-discipline. As a school we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole community. Our Behaviour Policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement. We will ensure that all staff are consistent in their approach to behaviour management which will be monitored rigorously by the Senior Leadership Team.

When implementing the policy reasonable adjustments are made for pupils who are on the SEN register to ensure that they are not disadvantaged. The school recognises the seriousness of bullying,

both physical and emotional (which may cause psychological damage) and that a victim of bullying may be at higher risk of suffering abuse. If allegations of bullying are made they will be addressed immediately and thoroughly in accordance with our Anti-Bullying Policy.

#### AIMS:

- encourage pupils to develop the qualities of honesty, kindness, and respect (as per the Brackenfield core values) that are needed for good relationships between children and also between adults and children.
- promote good manners and co-operation
- reward and encourage positive behaviour using sanctions where necessary, to help pupils learn the value of good behaviour
- engender the support of parents as “good behaviour choices” begins at home. We aim to maintain a partnership between home and school at all times
- raise standards of attainment, and help pupils develop a sense of responsibility
- develop good social and citizenship skills through a variety of school contexts which enable our pupils to manage their own behaviour whilst respecting the rights of others
- treat all pupils fairly and encourage and enable all staff to use consistent and appropriate strategies for dealing with inappropriate behaviour

Every pupil will:

- be helped to recognise their role as an active learner with opinions, skills and knowledge that can be developed and respected
- be helped to recognise their role as a member of the whole school/class group who respects the person, opinions, ideas, skills and knowledge of others
- be helped to recognise their “responsibilities” as a member of the school community in preparation for later life in the community at large
- be helped to develop their self-esteem and recognise that they are a valued member of the school community. All children will be encouraged in a positive fashion to achieve a responsible attitude.

## MANAGING BEHAVIOUR

All the school staff share a collegiate responsibility for consistently implementing the school policy on positive behaviour and Anti Bullying including Homophobic and Cyber Bullying. The Headteacher has overall responsibility for ensuring positive behaviour.

All staff will:

- be consistent, fair and persistent
- keep any promise made to the pupils and remain open and honest with them
- communicate all intentions clearly and effectively
- act rather than react
- impose appropriate, fair and agreed sanctions that are relevant to the misdemeanour and follow the steps procedure
- be confident and use a voice and manner that makes it clear to the pupil that they are expected to do as they are asked
- seek advice and support if a situation escalates
- use consequences which focus on the behaviour and not the pupil's personal qualities
- discuss and give sanctions in an appropriate manner

For a consequence to be effective, it must be an action that the pupil does not want but should never be meant to embarrass or humiliate. Parents/carers have a responsibility for ensuring that they support their child in meeting school expectations of behaving well. It is very important that they support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parent/carers and good communication between home and school. We will always inform parents and liaise with other agencies if we have any concerns about a child's welfare or behaviour and expect parents to share any concerns they have regarding their child with the Headteacher and/or Deputy, Director of Welfare or Class Teacher.

All pupils are expected to be responsible for their own positive behaviour and meet the expectations set out by the school and the agreements (rules) they have within their class. Each class teacher is encouraged to develop a class agreement, as a class, that is agreed upon and signed by all members of the class. Agreements can differ from class to class but should be led by class teachers in a way that each agreement is underpinned by this policy and the core values of Brackenfield.

We achieve good behaviour throughout school by using:

- verbal praise
- positive comments in books
- special mention in class or assembly
- exhibiting good work in the classroom or public areas of the school
- modelling excellent behaviour as adults

## **NURSERY**

Within the prime area: Personal, Social and Emotional Development of the EYFS curriculum, EYFS staff are committed to supporting children's behaviour through positive choices and interactions with each other and their environment. The EYFS team verbally praise children for desired behaviour and on occasion may present a green smiley face card to reinforce positive behaviour and to celebrate good behaviour choices. The EYFS team always talk to the children and encourage them to display good behaviour choices.

## **RECEPTION & INFANTS**

We encourage and support pupils in the infant department to make good decisions about their behaviour within a positive, caring environment. To encourage pupils to follow the class agreements underpinned by our 6 core values, appropriate behaviour and work will be recognised through the Sticker Scheme in Reception, and through the House Point Scheme (behaviour only) in Years 1 & 2. A half termly reward system will encourage each pupil to work hard individually for stickers/house points but also for the good of their house. At the end of each half term, the three pupils in each class who have gained the most stickers/points will receive a small prize in assembly whilst the pupils from the House that collects the most points throughout the Infant Department will enjoy extra playtime together as a House team.

## **JUNIORS**

Housepoints are awarded for good work and behaviour. All children are members of one of the following four "houses" Almscliffe (RED), Brimham (YELLOW), Richmond (BLUE) and Studley (Purple). A teacher is assigned to oversee each House alongside a Year 6 pupil assigned as a house captain each term. Mr Olesqui as House Manager oversees the management of the system. Pupils can earn house points for good behaviour and conduct and other successes at school. Up to 3 House Points can be awarded at any given time by teachers. The Headteacher may award more for exceptional achievement. Housepoints are awarded throughout the week and collected in each classroom. Counting takes place on Thursday and the results are announced in Celebration Assembly on Friday morning.

Junior children receive certificates of achievement at the nominated levels:

25 HP – Bronze, 50 HP – Silver, 75 HP – Gold, 100 HP – Head teacher, 200 – Platinum, 400 - Diamond

The House Master, Mr Olesqui keeps a digital record of the house points scored in total for each house and a small reward is given to the winning house at half term, and a larger prize at the end of the term. In addition, the school run house activities throughout the year in Sports, music and other areas.

## **WARNINGS, PROCEDURES & SANCTIONS**

Good behaviour is an expectation and as a school we do everything we can, outlined throughout this policy, to ensure behaviour choices are positive ones. However, if a pupil makes poor behaviour choices, the following system of warnings and consequences are implemented as steps:

- Step 1. Pupil receives verbal warning & reminder of class agreement/behaviour expectations (this step can be repeated two/three times at the class teacher's discretion)
- Step 2. Pupil to be sent for a 'timeout' to another teacher
- Step 3. Pupil, if appropriate, to write a note/letter of apology
- Step 4. Pupil to be sent to Deputy Head or Director of Welfare
- Step 5. Pupil to be sent to the Headteacher

The class teacher will inform the pupil's parents at Steps 2 or 3 if they feel it is appropriate.

Teachers/Director of Welfare/Headteacher are expected to contact parents if the child reaches Step 4 or 5.

The ordering of the steps should be adhered to unless the seriousness of an offence is such that a child moves to Step 4 or 5 with immediate effect.

We aim to work with parents so that their child has a happy and successful time at school and we use the system of consequences above to restore any harm caused to pupils or by pupils, to move forward positively.

Where the following of Steps above does not lead to an improvement in a pupil's ongoing behaviour choices, an Individual Behaviour Programme (IBP) agreed by school, home and pupil may be put in place (see below).

A record of particularly positive behaviour as well as poor behaviour choices will be kept on the school iSAMS system and entered by the member of staff involved.

## **INDIVIDUAL BEHAVIOUR PROGRAMME**

This programme may be used where an individual child persistently behaves inappropriately to include bullying. The decision to use such a programme is at the discretion of the class teacher, Director of Welfare and the Headteacher. If the decision is taken to place the child on additional support for behaviour, this will be discussed with the parents/carers who will be required to work with the school in order for the programme to succeed. Reviews will be held regularly. Whether a child or young person is considered to have social, emotional and mental health difficulties depends on the nature, frequency, persistence, severity and the abnormality of the difficulties and their cumulative effect on their behaviour and/or their emotional wellbeing compared with what might be expected of children or young people of the same age.

The Equality Act 2010 requires schools to ensure children with SEN and disabilities are not treated unfavourably because of a reason arising as a consequence of their disabilities. In order to fulfil our duties under this act, reasonable adjustments will be made for those children with SEN or disability when implementing the behaviour and discipline policy. Care will be taken to consider whether the behaviour is deliberately disruptive or arises as a consequence of their SEN or disability. Early intervention to assess whether the behaviour is as a result of unmet learning needs together with

support mechanisms and close liaison between home and school will ensure that pupils are treated fairly and not discriminated against because of their needs. Children who do not improve their choices as a result of the IBP may be referred for external support/counselling.

## EXCLUSIONS

We pride ourselves on managing inappropriate behaviour very well; our policy is to involve parents where children are not behaving appropriately and work together to try to resolve issues. We provide a high level of support, time and encouragement to promoting good behaviour.

Nevertheless, the following offences may, after discussion with parents, be reasons for excluding a child:

- substance or alcohol abuse on school premises
- persistent bullying of a pupil
- violent attack on a pupil or member of staff
- significant damage to the school, staff or pupils' property
- repeated placement on Step 5 of the 'warnings, procedures and sanctions'

If excluding a pupil on the grounds of any of the above does not bring about improvement in behaviour, the final sanction of permanent expulsion, and only as a last resort, will be applied.

## APPEAL PROCESS

If parents would like to appeal the formal exclusion decision, they are invited to follow the formal procedure outlined below.

Parent should submit a written request for appeal directly to the Headteacher outlining reasons why they feel the exclusion should not be considered.

A suitable clerk to the hearing panel should be appointed and an exclusion panel formed, comprising of at least 3 members and one of whom is independent of the management and running of the school who were not directly involved in the matters detailed in the case.

- The clerk should write acknowledging receipt of the written request, informing the parents that it will be heard by the panel as soon as possible but at least within 14 school days of receipt.
- The clerk should convene a meeting of the exclusion panel at a time which is convenient for the parents of the child involved.
- The clerk should ensure that the parents, Headteacher and any other witnesses are given at least 5 school days' notice in writing, of the date, time, place of the hearing. A shorter timescale may be arranged if all parties are in full agreement. The letter of notification to the parents should inform him/her of their right to be accompanied by another adult if they so wish (this cannot be legal representation). The Headteacher should ensure that interpretation facilities for the hearing are offered and made available if required. The letter should set out the procedure for the conduct of the hearing, and the parent's right to submit further written evidence to the panel.
- The clerk should invite the Headteacher to submit a written report for the panel in response to the exclusion. The panel may also invite any other members of staff directly involved in

matters raised by the parents to respond in writing and/or in person to the complaint. Any involvement of other staff should be at the discretion of the Headteacher.

- All relevant documents should be received by all parties (including the complainant) at least 5 school days before the meeting of the panel. This provides adequate opportunity to read them prior to the start of the meeting.
- Personnel from an outside source may be invited to attend the meeting to advise the panel (if appropriate).
- One member of the panel should be elected to ensure that proper minutes of the meeting are taken.
- At the conclusion of the representations and questions the panel chair should explain that the panel will consider the issues and write to both parties with their decision or judgement. The parents will be informed of the outcome of a full investigation within 3 days.
- The panel and any advisers in attendance should then withdraw to enable them to consider the evidence. This should include: a judgement about the validity of the complaint; appropriate action to be taken by the school and/or parent; and where appropriate, recommendations on changes to the school's systems or procedures to ensure similar problems do not arise in the future.
- The school should ensure that a copy of all correspondence and notes is kept confidentially on file in the school and kept for three years. The recorded appeal documents should be kept separate from the pupil's personal records. All records are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 act requests access to them.
- A copy of the panel's findings and recommendations will be provided to the parents and will be available for inspection on the school premises.
- The exclusion appeals procedure applies to the parents of current pupils on role at the school.

## PHYSICAL INTERVENTION

In line with Section 131 of the School Standards and Framework Act 1998 the following points will be observed:

- CORPORAL PUNISHMENT WILL NOT BE USED OR THREATENED
- PHYSICAL RESTRAINT TO CONTROL A CHILD'S BEHAVIOUR MAY ONLY BE USED WHEN AN ADULT FEELS SOMEONE IS IN DANGER.

(Guidance in subsection 548(5) Education Act 1996) (The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all members of staff. These include all those acting in loco parentis, such as unpaid volunteer supervisors).

In the event of physical intervention becoming necessary, parents will be informed the same day (or as soon as practical) and details of the incident recorded in iSAMs (or on incident report file if iSAMs is unavailable/inaccessible).

### **BEHAVIOUR IS A CHOICE**

Children are always reminded that ... their behaviour is their choice.

<b>Name of policy</b> Behaviour Policy	<b>Policy reviewed/amended date</b> January 2022
<b>Original policy date</b> November 2020	<b>Current version</b> <b>V3</b>
<b>Date of new review</b> February 2023	