



BROOKE HILL ACADEMY TRUST

Behaviour Management Policy Brooke Hill Academy

Policy Name:	Behaviour Management Policy
Status:	Recommended
Date Approved by Trustees:	Sept 2022
Date of Next Review:	Sept 2024
Signed by (Trustee):	_____

BEHAVIOUR POLICY

1. Policy statement

The purpose of this policy is to establish a consistent approach to the management of the behaviour of pupils in and around the school and to promote in the pupils themselves a positive attitude towards good behaviour, high esteem and a standard of discipline which emanates from within. At Brooke Hill Academy, we believe that at all times the ethos of the school must be conducive to this.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all members of the school community are treated fairly, shown respect and promote good relationships.
- To have clear guidelines in place to help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which has our core values at its heart. These values are the 'character muscles' learners work on to help them develop resilience:
 - Honesty
 - Friendship
 - Courage and Risk-taking
 - Respect
 - Independence
 - Curiosity and exploration
 - Self-control
 - Imagination and creativity
 - Perseverance
 - Listening and communicating
 - Empathy and compassion
- To ensure that excellent behaviour is a minimum expectation for all.

3. Bullying

The government defines bullying as; Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally, this includes physical bullying such as hitting, kicking and or destruction of property, verbal bullying such as, name calling, threats, racial remarks and indirect bullying such as, spreading rumours or excluding someone from social groups. Brooke Hill Academy takes all allegations of bullying seriously and these will always be investigated, bullying in any form will not be tolerated.

4. School Rules

Our School Rules are concise and simple, these are regularly shared with children in class and assemblies.

Be Ready, Be Respectful, Be Safe

These rules are followed by all learners and adults at school and provide a common language for learners and adults to use.

The rules are referred to consistently and repetitively, so they are understood and followed by everyone in our school community. They are clearly displayed in every classroom and in the hall.

5. Rewards and Celebration

Rewards and celebrations can be demonstrated in the following ways:

Pride of Brooke Hill Awards are used to celebrate excellent effort, work and conduct

Always awards are used to award children who consistently follow the school rules and expectations

House points are awarded for specific character traits being used by the children.

Dojos are awarded for expected classroom behaviours. These are personalised for each class.

6. Sanctions

The expectations, rewards and sanctions are to be explained to all children and referred to regularly. Children need to be made aware of acceptable and unacceptable behaviours.

For any instance of unacceptable behaviour, the child is to receive one minute off their playtime. This should be recorded subtly on the teacher's desk, not publicly for everyone to see. The staff member should let them know they have a minute and identify the unacceptable behaviour but refrain from discussing it at that point.

The child will receive one minute for each subsequent unacceptable behaviour up to a maximum of 5 minutes.

The child will then stay in at the beginning of the next playtime. If it is the end of the day, they need to be in a separate space for their given time. Their time does not start until the rest of the children have gone out to playtime. A timer must be used and the time must be completed silently and sensibly. Any instances of unacceptable behaviour during their time triggers the time to pause, it can start again once they are silent and sensible.

Once the child has completed their time they must have a reflective discussion with the staff

member, this is not part of the minutes they have lost. This discussion must include what happened that led to getting minutes and what could be done next time. The staff member must then reiterate expectations and the rules.

If a child has 2 instances of losing 5 minutes and receives 5 minutes for a third time, this 5 minutes must be completed with the Head or a member of SLT. If they receive a subsequent 5 minutes then they must miss the full playtime for the following playtime, to be spent with SLT or the Head.

If there is an incident of 'hands on' behaviour during playtime, they must sit out immediately for one minute.

Definitions

UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour in class is defined as:

- *shouting*
- *cheekiness*
- *pushing in line etc (depending on frequency)*
- *use of offensive language*
- *showing lack of consideration*
- *telling lies*
- *disruption*
- *refusing to work in the classroom*
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The child should be made aware of the reason why the behaviour is unacceptable.

SERIOUS UNACCEPTABLE BEHAVIOUR

Serious unacceptable behaviour is defined as:

- *swearing*
- *bullying/threatening behaviour*
- *fighting/kicking*
- *repeated violence*
- *vandalism*
- *leaving school premises without permission*
- *repeated theft*
- *causing regular disruption in class*
- *refusing to work in the classroom –*

Any instances of serious unacceptable behaviour should be recorded on CPOMS.

Children with specific behavioural needs

If a child has specific needs which mean their behaviour is challenging, these are discussed with SENDCO and Head of School. These needs can be met via a specific behaviour plan for that child, it may also be appropriate to use a personalised risk assessment.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. Children with specific behavioural needs will be referred to outside agencies for further support by our SENDCO.

School Commitment

All children will:

- Endeavour to keep the school rules and adhere to the Home School Agreement.

All staff will:

- Refer consistently to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Be calm and give children appropriate time to act on the instruction.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.

Commitment from Senior Leaders

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around school and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies
- The role of Head of School should be seen as a reinforcement of the system. The Executive Headteacher and/or Head of School will inform the Governing Body of any serious incidents.
- Staff to be aware of the DfE document "Use of Reasonable Force in Schools".

Role of Parents:

- If children display serious, unacceptable or continuous disruptive behaviour parents should be informed and asked to come into school to meet with staff.
- Parents should also expect to be involved in on-going monitoring and to promote positive behaviour at home and show support for our school rules.

Exclusion

If serious unacceptable behaviour is deemed to be persistent, the exclusion policy will apply. This

can be found here:

<https://primarysite-prod-sorted.s3.amazonaws.com/brooke-hill-academy-trust-limited/UploadedDocument/35847ffd857e48149e8a4e3af3be3840/exclusion-policy.pdf>