



Positive Behaviour Policy

This policy reflects our commitment in ensuring every member of our Academy community will promote a safe, positive and caring environment which enables all our pupils to value themselves and others, and become responsible, successful citizens of the future.

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Our Vision

'Inspiring Futures'

At Brookside Academy, we aim to create a safe and happy environment where positive behaviour enables everyone to feel secure and children are ready to engage in learning. Everyone across our Academy community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviours and encourage others to do the same. We recognise that every child is an individual with differing needs. Only through a **consistent approach** to supporting behaviour will we be able to achieve an environment in which children can develop as caring and responsible citizens and achieve their full potential.

Aims

Through this policy we aim to:

- ensure a consistent and calm approach to and use of language for managing behaviour
- ensure that all learners are treated fairly, shown respect and that good relationships are promoted
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all children, staff and parents
- ensure that all adults take responsibility for behaviour and follow-up any issues personally
- promote the use of restorative approaches
- promote children's self-esteem by providing an effective system of rewards and praising effort in both work and behaviour
- build a community which values kindness, care and empathy for others
- encourage a positive, calm and purposeful atmosphere where children can learn

As an Academy we work together to promote the following principles:

Be Kind

Be Safe

Be Responsible

We believe that everyone, pupils and staff, within the school community has the right to expect respect from others, the right to learn or to teach and the right to feel safe. With these rights go the responsibility to help others feel safe and happy, to help others learn, to show respect for people, to show care for other people's property and to look after the school buildings, furniture and equipment.

We all promote visible consistencies

These are the visible behaviours promoted and modelled by staff. They are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with all pupils.

- **Consistent language;** consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up:** Ensuring 'certainty' at the classroom and senior leadership level Never passing problems up the line, all staff taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent, consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent, simple rules/agreements/expectations:** Referencing appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- **Consistent respect from the adults:** Even in the face of disrespectful learners! You model the expected behaviour.
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- **Consistently reinforced rituals and routines for behaviour:** In classrooms, around the school, at reception, in the dining hall etc.
- **Consistent environment:** calm and inclusive classroom approaches with everyone's opinions valued and respected. Physical environment calm, clutter free, accessible with identified calm spaces where required.

Recognition and Rewards

All staff actively look for opportunities to praise and reward the children for their efforts, achievements, attitudes and behaviour.

We will;

- Regularly and consistently use non-verbal rewards, positive body language, thumbs up and a smile to re-enforce our positive interactions.
- Use stickers, regular verbal praise, value children's work with peers, other staff, parents and the head teacher
- Nominate children across the Academy to receive a gold star badge, these children are chosen for their wider personal traits which have been recognised by Academy staff. These children are always kind, caring, helpful, responsible, reliable and a positive role model to others.
- Award green tokens for all positive interactions, efforts and achievements, three of these lead to a gold token which is a team house point.
- Hold a Celebration Assembly every Friday where pupils' achievements and successes are celebrated. Certificates are awarded for learning, behaviour and achievements
- Share all academic, sporting, creative and personal successes with our wider community on Twitter, Instagram and in newsletters as well as in local media.
- Celebrate attendance across the school with stickers and postcards home.

- Our four houses; Barington, Lytes Cary, Montacute and Stourhead ensure that all pupils and staff belong to a team. We use our team approach so our children and staff know that their positive attitude and behaviour is for more than individual recognition as it is for the good of all. Pupils will be

awarded House Points for demonstrating being Kind, Safe and Responsible and for wider efforts and achievements. The house with the most team points wins the house trophy and team reward at the end of the year.

Specialist support

We recognise that there are groups of learners across the Academy who requires a differentiated or personalised approach to support them with developing positive behaviours and approaches to managing their social and emotional needs. Team Teach trained staff, specialist provision teachers, PFSA, ELSA, targeted outside agencies and support staff will work with appropriate individuals, groups of children, parents, carers and outside agencies in order to develop successful provision for these learners. These learners will have an individualised approach to rewards, working towards small steps of progress in a more immediate way with the use of specific visual and verbal prompts and resources. Children may require individual rapid support plans to ensure they have consistent support throughout the school day.

Supporting challenging behaviour

All staff will deal with any incidents of challenging behaviour in a firm, consistent way.

(See Appendix A)

All adults will make sure that pupils know that they care, no matter what has happened.

We do what is right and appropriate for each individual child.

We talk to pupils when they are calm and able to verbalise what has happened. We always remain calm; we are firm and clear but do not raise our voice. We use our tone of voice and body language to de-escalate the situation. We know that help is always available from other members of staff.

Reporting Incidents

All incidents which involve verbal or physical aggression towards other pupils, adults or school property, any incidents of bullying, homophobic or racist incidents must be recorded on a red form according to the seriousness of the incident. These will be monitored by SLT and recorded centrally using Academy record keeping systems. All incidents will be shared with parents. At each weekly SLT meeting issues of behaviour are discussed and there is also a section for team leaders to share upcoming concerns.

Team Teach

A good personal and professional relationship between staff and pupils are vital to ensure good order. At Brookside Academy we believe that pupils and staff need to be safe and that pupils need to understand the expectations for their behaviour, and know that the adults around them are able to manage them safely and confidently.

At the academy we use the Team Teach approach which is designed for staff to support children whose behaviour is at risk of escalation and where a child's behaviour would put themselves and others at risk of harm.

In exceptional circumstances staff have been trained to use reasonable, proportionate and necessary force, and, on such occasions, acceptable forms of intervention are used. However, this should only be used in extreme circumstances.

In such instances parents/carers will be informed and the incident logged in the Bound Book.

Academy Exclusions Policy

In extreme cases, it may be necessary to implement a programme of exclusion in line with local authority guidelines, refer to Academy Exclusions Policy

Internal Exclusion – The child is excluded from their classroom and works alone at tasks set by the class teacher for a half or full day. The parents are notified and clear reasons given.

Fixed Term or Permanent Exclusion –The Headteacher may exclude a pupil for one or more fixed periods, which do not exceed a total of 45 days in any one school year.

Fixed term exclusions will normally be from one to three days. This length of time ensures an effective re-integration for the pupil.

The Headteacher may also exclude a pupil permanently. If the Headteacher excludes a pupil, the parents must be informed immediately, giving clear reasons for the exclusion and a letter sent, outlining the reason and the procedures.

The Headteacher must inform the Local Authority and the governing body about any fixed-term or permanent exclusions.

Our Responsibilities

Pupils

It is the responsibility of the pupils to aim to:

- Do their best at all times, take pride in their work and value all educational experiences and develop a love of learning.
- Show respect, care and consideration to others.
- Listen and respond appropriately to adults and other children
- Show respect for the school environment.
- Follow the school's rules and expectations.

The Head and/or Senior Leaders

It is the responsibility of the above to:

- Support all staff in implementing this policy and to set the standards of behaviour.
- Maintain accurate and clear records and monitor closely for trends and patterns.
- Ensure this policy is implemented consistently and report on its effectiveness to the Governing Body.
- Seek advice and support from external agencies, making referrals for individuals where appropriate.
- Ensure school support systems such as ELSA, THRIVE, PFSA referrals, and rapid support plans or individualised reward systems are used to meet the needs of individuals and/ or groups of children – there should be clear time frames in which to monitor impact.
- Meet with parents to set up and review implemented strategies and systems of support
- Issue 'fixed' term exclusions
- Permanently exclude a child

Teaching and Support Staff

It is the responsibility of all teaching and support staff, within their own class and around school, to:

- Establish organised and accessible learning/ play area spaces.
- Establish clear class/ play time/ lunchtime routines.
- Understand the uniqueness of every child.
- Plan engaging, challenging learning/ play opportunities for all.
- Praise children; making explicit why.
- Follow the system of sanctions; making explicit why.
- Display and promote positive expectations
- Report all incidents in line with this policy

- Be consistent in approach with all pupils.
- Treat each child fairly and with respect and understanding.
- Be a positive role model by demonstrating positive relationships with everyone across the Academy
- Liaise with external agencies as required
- Communicate regularly with parents as necessary

Parents/Carers

A strong partnership between school and parents is fundamental to a successful behaviour policy. It is vital that parents/carers receive consistent messages about the school's approach to promoting positive behaviour. We will speak with parents immediately if we have concerns about their child's welfare or behaviour. We expect parents/carers to:

- Know the academy's rules and support them
- Support the school with decisions made when supporting challenging behaviours
- Contact the class teacher, in the first instance, if they have a concern about the implementation of the policy.

It is expected that the governing body will

- Agree the school's policy for supporting positive behaviour.
- Monitor the effectiveness of the policy.

Break/Lunchtimes

We believe outdoor playtimes are a time for pupils to fully engage in **outdoor play and learning** in order to;

- develop social skills
- have the opportunity to interact, build tolerance and promote inclusion
- be healthy-to have fresh air, exercise and the opportunity to relax
- have the opportunity to explore and play with adults and peers in a less structured, positive environment

One member of staff should arrange to be out in the playground at the **beginning** of each break/ lunch time.

They will complete a dynamic risk assessment and areas may be coned off if deemed to be dangerous, we promote the use of the outdoor environment at all possible times, encouraging children to bring in clothing suitable for most weather types. On occasion we may need to stay indoors, in these cases we make the following arrangements.

- WET PLAYTIMES – morning break children stay in class with class teacher or T/A
- WET LUNCH PLAY – a whole year group across their classrooms supported by Lunch Time staff
- During break/ lunch times members of staff should move around the playground so he/she is visible to the children and can see the entire playground.
- All staff should have a Walkie-Talkie on Channel 6 active.
- In the event of an injury or an accident, the pupil wellbeing officer will be on duty to deal with it, if she is not available then the first aid trained staff on duty support.
- Peer praise is very meaningful for pupils. Older pupils act as role models for younger ones. Our Playground Buddies encourage positive interactions and aspirations across the school.

- At the end of break/ lunchtime one of the teachers/ adults on duty will blow the whistle ensuring that all children are aware play has ended. Children are encouraged to tidy away lunchtime play resources and then they should walk to their circle ready to go in. Teachers will arrive promptly to take children in.
- Each class teacher will lead their class line into the school safely and quietly.
- All staff will be outside to support behaviour on playground. If an incident happens at break/lunchtime, the adult dealing with it will in the first instance de-escalate the situation and find an appropriate time to inform the class teacher or member of support staff. It is important that class teachers are informed about any instances of behaviour.
- Teaching staff and members of SLT will support playground staff with challenging incidents. These will be recorded and shared with relevant staff in order to respond fairly, appropriately and consistently in line with Academy policy. (See Appendix B)

Lunch Hall Expectations

- Walk sensibly into the dining room and stand quietly while queuing for lunch and / or then go straight to the nearest seat to eat your hot/packed lunch
- Treat all other diners and the adults with respect and consideration, do not raise your voice and remain seated, put your hand up if you are in need of assistance
- Place your rubbish and left-over food in the bins provided, pack up your own lunch box and place in your class trolley.
- Go straight outside and do not re-enter school unless you have permission to do so or you need to go to first aid.

Appendix A

Stages of Support - challenging behaviour

- Step **one** - Move from green to red zone on display.
- Step **two** – red zone plus one red token

Strategies:

Positive verbal reminders of school rules and expected behaviours

Time out or quiet space (within classroom)

Time spent in to complete request or tasks missed with support of class teacher

Praise for positive actions and behaviours

Re-focus learning and behaviours, quick return to Green Zone

- Step **three** - Red Zone and two red tokens

Strategies

Re-focus behaviours

Positive role modelling of expectations and reminders of school rules

Time to reflect and regulate outside of class environment (safe space, parallel class, team leader)

Time spent in at playtime to complete request/ tasks missed with support of class teacher/ team leader

- Step **four** - Red zone and three red tokens = order mark

Strategies

Reflection time, child to reflect on incident with support of known adult

Class teacher to inform and discuss with parent

Staff to record incident and complete reflection sheet with child

Head/ Deputy or SLT informed of all order marks weekly and weekly meeting with child to re-enforce positive behaviours

All order marks will be reported by the staff and/or the child at weekly house meetings and will result in a house point being deducted from the appropriate house.

- Step **five** – Individualised Support

Strategies

On the **third** order mark or where the child needs support outside of the Academy house system, a meeting will be held between the child (if appropriate), parents and relevant school staff to plan support systems to help the child. These could include individual THRIVE work, PFSA support, referral to outside agencies, rapid support plans.

When they receive their **third** order mark the child have will be given a **house card** – all adults will support the child to earn signatures for each positive interaction and session they complete both within school and on the playground, these signatures will enable the child to earn back their house rewards and return to house meetings.

Appendix B

Stages of Support – Break and Lunchtimes

- Children who display challenging behaviour on the playground – or who are not following Academy rules and/ or adult instructions – will be given verbal reminders of how to improve their behaviour and their attitude.
- If this low level behaviour continues they will be asked to move away from the other children and be re-focused in a different activity/ zone under the direct supervision of an adult
- If they continue to need support, the incident will be recorded by staff and the class teacher informed, appropriate stage actions will be followed.
- Children who display extreme physically, verbally challenging or bullying behaviour **will** be taken to the teaching staff or members of SLT **immediately**. Serious incidents will then involve a member of the Executive Leadership Team (Head, Deputy or Assistant Head) where a decision about safety will be made and the appropriate stage actions completed.
- All challenging incidents must be recorded in line with Academy reporting procedures.
- **ORDER MARKS** can be given by the Play Leaders in consultation with the class teacher/ senior leaders.

Appendix C

Special Amendments to Brookside Academy Behaviour Policy During Covid-19 Epidemic (September 2020)

Intention

Brookside Academy aims to act in accordance with the Behaviour Policy as much as possible. However, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This addendum sets out the additional actions the school will take during this time. The information in this addendum is under constant review and kept updated to reflect any changes to national or local guidance.

Safety and Hygiene rules

When children are in the academy, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe. Staff will be familiar with these rules and will make sure they are followed consistently. Parents/Carers should also read the rules and ensure that their children follow the new procedures that have been put in place.

Expectations for Children in School

1. Arrival and Departure

1.1 The academy expects children to follow all arrival and departure arrangements and to arrive at the correct time.

1.2 Children are expected to participate in any infection control and social distancing measures, e.g. using hand sanitisers before entering and exiting the academy.

1.3 The academy expects children to move immediately to their learning area upon arrival.

1.4 Upon departure from academy, the academy expects children to move immediately from the academy buildings and not to linger on the academy premises without good cause, e.g. they are waiting to be picked up.

1.5 The responsibility for children staying safe and maintaining social distancing whilst travelling to and from the academy rests solely with the parent/carer.

2. Attendance

2.1 Attendance is mandatory for all children from September 2020.

2.2 The attendance register is taken as usual, in line with the Attendance Policy.

2.3 Children should not attend school if they are following public health or clinical advice to stay at home, and children and their parents are not to be penalised for these absences.

2.4 If a child needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis by the Attendance Officer and the Deputy Headteacher.

2.5 If a child cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the child's parent/carer will be contacted on the first day of the absence.

2.6 Non-attendance is managed in line with the Attendance Policy, which includes specific provisions that will be followed during the coronavirus pandemic.

2.7 Attendance is monitored, and specific interventions will be put in place to reengage non-attending children.

3. Social Distancing and Physical Contact

3.1 Children must adhere to the social distancing measures put in place by the academy.

3.2 Children are expected to:

- Refrain from close contact with people who display symptoms of coronavirus.
- Remain at least a metre apart from other people, where practicable.
- Remain within their assigned groups.

3.3 Where it is not practicable for children to remain a metre apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

3.4 Children are placed into year group groups and they are not permitted to mix with other children outside this group.

3.5 Children whose behaviour is purposefully contrary to the academy's social distancing measures are disciplined in line with the academy's Behaviour Policy.

4. Hygiene and infection control

4.1 The academy's Coronavirus (COVID-19): Risk Assessment for Full Opening in September has been conducted prior to the start of term September in order to ensure that required measures are in place to protect the health and safety of both staff and children.

4.2 Children will remain within their assigned year group 'groups' and will avoid mixing with others as much as possible – staff will reinforce this behaviour through teaching, rewards and supervision.

5. Personal Hygiene and Toilets

5.1 Each year group has a designated toilet area and children will only be able to visit the toilet one at a time throughout their teaching and break time sessions

5.2 Should any child need to cough or sneeze they must "catch it, bin it, kill it" or use the crook of their arm as outlined in the government guidance.

5.3 Under no circumstances should a child cough, sneeze or spit in the direction of another individual or other behaviours that increase the risk of spreading infection.

5.4 Children whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with the academy's Behaviour Policy.

5.5 All children and staff can choose to wear face coverings in communal areas of the academy and particularly as they enter and leave school each day.

6. Break and Lunchtime arrangements

6.1 The academy expects children to respect the health and safety of the catering staff and to follow all infection control and social distancing rules put in place while eating food.

6.2 Children are allocated a specific time and zone for break and lunchtime in order to help adhere to social distancing rules.

7. During sports and exercise activities

7.1 The academy expects children to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.

7.2 Children are expected to remain at least a metre apart, or as far as is practicable in PE lessons.

7.3 Children, whose behaviour purposefully poses a greater risk of infection, are disciplined in line with the Academy's Behaviour Policy.

8 Moving around the school

8.1 The academy expects all children to move around the school following the school's arrangements, e.g. staying to one side of the corridor and following the one-way system.

8.2 Children may leave the classroom to use the toilets one at a time, with permission from a member of staff.

9. Ill health and infection

9.1 Should a child feel unwell or show symptoms of coronavirus they should contact a member of staff directly.

9.2 Any bullying or harassment towards children who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.

9.3 The academy allocates suitable areas that can be used to isolate children who show symptoms of coronavirus whilst they wait for their parent/carer to collect them.

9.4 Children who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parent/carer picks them up.

10. Equipment

Children will be allocated equipment within their year group by the class teachers.

11. School uniform

All normal uniform expectations apply as per the academy's policy.

12. Behaviour Management

The **Be Kind, Be Safe and Be Responsible** Principles will continue to operate at Brookside Academy and staff will support the transition of all children back into school from September 2020.

12.1 **Be Kind:** Be polite to others; treat others the way you wish to be treated.

12.2 **Be Safe:** Be hygiene safe and aware. be in the right place at the right time; look after yourself and each other.

12.3 **Be Responsible:** Be responsible for yourself and others around you.

12.4 A child will be issued a warning for not complying with one of the fundamentals of classroom behaviour or expectations as outlined by the class teacher. Child will be issued a red token.

12.5 **Serious behaviour incidents within lessons:** More serious behaviour incidents will warrant immediate removal from a lesson. In such cases, a member of the Executive Leadership Team will attend.

Incidents may include:

- Intentional breach of hygiene expectations/crossing a year group 'group'
- Swearing at or about a member of staff/ child
- Violence, aggressive or intimidating behaviour including sexist / racist language
- Unsafe or dangerous behaviour
- Hitting furniture, walls, or climbing on furniture
- Deliberate damage to displays or equipment
- Refusal to leave the lesson
- Children with EHCP's and other identified children will have additional support outside of the classroom.

13. Managing the behaviour of remote learners

13.1 While all children will return to school in September, there may still be times when children need to learn remotely, e.g. due to a local lockdown or when the child is following health advice to stay at home.

13.2 Children who are learning remotely off-site are expected to adhere to this policy whilst on line.

14. Support for children

14.1 The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some children, resulting in increased incidences of poor behaviour.

14.2 Relevant staff work with children who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

14.3 The academy understands that some children will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.

14.4 The SENCo works with local services to ensure services and support are in place for children with SEND to allow them a smooth return to academy.

14.5 Where a child requires additional support, relevant staff will consider what support or reasonable adjustments are needed and develop a plan to deliver this support.

14.6 EHC plans, pastoral support plans or multi-agency plans for relevant children will be kept up-to-date.

15. Rewards and sanctions

15.1 Rewards and sanctions are given in line with the academy's Behaviour Policy.

15.2 Staff ensure that any rewards given adhere to the academy's infection control and social distancing measures.

15.3 The academy understands that children may have had different experiences during the coronavirus pandemic and that this may affect how they re-adapt to a school environment and its routines.

15.4 Where the academy recognises that a child's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it will act in line with relevant policies and ensures adequate wellbeing support is offered.

16. Exclusions

16.1 All poor behaviour is addressed in line with the academy's Behaviour Policy and discipline remains rational, reasonable, fair and proportionate.

16.2 Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the child being excluded from school in the interests of the health and safety of the pupil and others.

17 Monitoring and review

17.1 Regular feedback is provided to staff, children and parents on how well they are executing these behaviour expectations and procedures.

17.2 Parents, staff and children are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

17.3 This policy is reviewed in reaction to any new government advice by the Headteacher.

Relevant DFE Guidance Documentation:

- Actions for education and childcare settings to prepare for wider opening from 1 June 2020 (updated 1 June 2020)
- Coronavirus (COVID-19): implementing protective measures in education and childcare settings (updated 1 June 2020)
- Coronavirus (COVID-19): transport & travel guidance (updated 12 May 2020)
- Staying alert and safe (social distancing) (updated 31 May 2020)
- Mental health & behaviour in schools (November 2018)
- Actions for schools during the coronavirus outbreak (updated 3 June 2020)