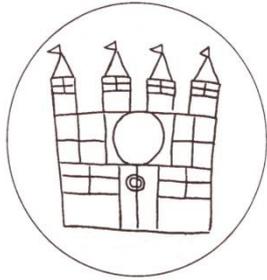


# The Bridge Partnership



**“Bringing out the best  
in everyone”**

**“Everyone matters;  
everyone is important”**

## **BEHAVIOUR POLICY**

Reviewed Summer 1 2018

Good behaviour is a necessary condition for effective teaching to take place. (DfES 1987) The aim of our policy is to promote good standards of behaviour within our school.

“To bring out the best in everyone” and “Everyone matters; everyone is important” so that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are caring communities, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way. We promote an environment where everyone feels happy, safe and secure, and upholds the key British Values.

### **THE ROLE OF THE PUPIL...**

is to follow our Golden Rules (see Appendix 1)

- We are gentle
- We are kind and helpful
- We work hard
- We look after property
- We listen to people
- We are honest

Disruptive or poor behaviour, bullying or racial harassment will not be tolerated and staff will always deal with any incidents that arise. We work hard to establish good relationship with all and to promote racial equality in our school community.

### **THE ROLE OF THE SCHOOL**

If each pupil is to fulfil their potential, then high standards, discipline, hard work and respect are essential.

The school will:

- Encourage all staff to respect every person, making time to listen to them carefully and treating everyone as an individual.
- Provide an environment which is welcoming, secure, caring, friendly and stimulating.
- Aim to provide security and continuity. Staff will do all they can to develop positive attitudes and set good examples, being aware at all times of the need to promote the positive ethos of the school.
- Encourage and support pupils whilst providing appropriate learning activities and tasks.
- Be consistent in the treatment of pupils, applying rules firmly, consistently and fairly.
- Promote equal opportunities and promote good relationships between all people regardless of gender, religion, race or ability. (see Inclusion Policy)

- Build positive relationships with pupils, based on trust and acceptance by working closely with pupils, by listening, being available, meeting pupils' needs and not judging pupils before establishing the facts.

#### Behaviour rewards and consequences

Behaviour rewards and consequences are displayed in all classrooms. This chart can be found in Appendix 2

#### **The Role of the Parent**

We believe staff, parents and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm or distress to users of the premises is contrary to the aims of the school.

#### Aims:

That all members of the school community treat each other with respect

The Expectation is:

- That adults set a good example to children at all times, showing them how to get along with all members of the school and the wider community.
- That no members of staff, parents or children are the victims of abusive behaviour or open to threats from other adults on the school premises.
- Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, governors, parents and carers, children and other users of the school premises will not be tolerated and will result in withdrawal of permission to be on a school premises.
- Any parent who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors.

Please note that incidents of rudeness will be logged.

#### Guidelines

School premises are private property and parents have been granted permission from the school to be on school premises. However, in case of abuse or threats to staff, pupils or other parents, school may ban parents from entering school.

It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. The police may be called to assist in removing the person concerned.

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the school community are listed below this is not an exhaustive list but seeks to provide illustrations of such behaviour.

- Shouting, either in person or over the telephone
- Inappropriate posting on Social Networking sites deemed as bullying
- Speaking in an aggressive/threatening tone
- Physically intimidating e.g. standing very close

- The use of aggressive hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing
- Pushing
- Hitting e.g. slapping, punching or kicking
- Spitting
- Racist or sexist comments

Unacceptable behaviour may result in the Police being informed. The school reserve the right to take any necessary actions to ensure that members of the school community are not subjected to abuse. Where parents have been banned from the school premises and grounds; parents will need to provide alternative arrangements for bringing children into school. Parents have the right of appeal by writing to the Chair of Governors within ten days of permission to enter the school premises being withdrawn.

## **Planning and Resources**

### The Curriculum and Learning

A social and emotional curriculum has been written by the school that focuses on developmentally appropriate expectations that a child should master. Although recorded individually this curriculum is threaded through routines, lessons and curriculums.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour.

Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

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. Criticism should be a private matter between teacher and child to avoid resentment.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Working walls should be used to explore the process of learning and should encourage a sense of community in the classroom as well as a growth mind-set.

### Restorative Justice

The principles of restorative practices are woven into everything our school community does. We use check in and check-outs throughout the week. Children are taught how to restore justice using a framework and process that is solution lead. This ensures that when mistakes in relationships occur solutions are found.

## **Routines**

The schools will establish clear routines for behaviour within the school day, before and after school during clubs, lunchtimes and in the extended school day. These routines will be consistent and everybody will be expected to follow them. The whole school and class expectation for behaviour will be shared and discussed with the children regularly.

Children will be taught the skills they need to manage their own behaviour, time and resources enabling them to become effective self-managers. Children are expected to keep learning spaces tidy and organised. They should be taught to manage risks.

Wow boards are placed in all classrooms. They are owned by the class and school community. Children will be asked to move their name/face up the chart for above expected behaviour or down the chart for less than expected behaviour.

## Well-Being Scales (WBS) and Learning Zones (LZ) (Appendix 3)

Well-Being Scales and Learning Zones were introduced across both schools from September 2016. Staff monitor children's WBS and LZ for early identification of possible problems. Any issues are quickly identified and responded to.

## Golden Time

Golden time is a 30 minute weekly slot allocated initially to ALL children. Children may lose their golden time privilege or part of it, if they do not follow our behaviour expectations.

## **Use of force to restrain a child**

If a child is identified as possibly requiring physical restraint to prevent him/her hurting himself/herself, or another child, or causing damage to property, the following points need to be considered by teachers:

- Actually managing the child- correct hold
- Ensuring additional support can be summoned if appropriate
- Involving the parents to ensure they are clear about what specific action the school might need to take

The types of incidents where reasonable force may be necessary fall into three broad categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury;
2. Where there is a developing risk of injury or significant damage to property;
3. Where a child is behaving in a way that is compromising good order and discipline.

There is no legal definition of 'reasonable force' – it will always depend on the circumstances of the case:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it;

- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour it is intended to prevent.

Before intervening physically the teacher should tell the child to stop, and what will happen if he/she does not.

The teacher should keep communicating with the child through the incident and make it clear that physical restraint will stop as soon as it ceases to be necessary. A calm and measured approach is vital.

The teacher should summon assistance if physical restraint is necessary.

### **Application of Force**

Physical intervention can take several forms. It might involve teachers:

- Physically interposing between children
- Pushing or pulling
- Holding
- Leading the child by the hand or
- Shepherding the child away

In exceptional circumstances the teacher may need to take necessary action that is consistent with the concept of 'reasonable force' e.g. preventing a young child running into the road, or preventing a child from hitting someone or throwing something.

Where the risk is not so urgent, other strategies should be used in order to defuse or calm a situation. The possible consequences of intervening physically need to be carefully evaluated.

### **Recording Incidents**

It is important that an accurate, detailed report is made of any occasion where force is required. Immediately following any such incident, the teacher should inform the headteacher and provide a written report as soon as possible afterwards.

The report should include:

- The name of the child involved and when, and where, the incident took place;
- Names of anyone who witnessed the incident;
- The reason that force was necessary (e.g. to prevent injury to the child, another child, or member of staff);
- How the incident began and progressed, including details of child's behaviour, steps taken to defuse the situation, degree of forces used, how it was applied and for how long;
- The child's response and the outcome of the incident;
- Details of any injuries sustained.

It is procedure to contact parents immediately in order to discuss the incident, either orally or in writing, on the advice of the Headteacher.

Golden Rules

Do be gentle.

Do not hurt anybody.

Do be kind and helpful.

Do not hurt people's feelings.

Do work hard.

Do not waste yours or others' time.

Do look after property.

Do not waste or damage things.

Do listen to people.

Do not interrupt.

Do be honest.

Do not cover up the truth.

# **Holmwood and Ashbrook Schools Behaviour Rewards and Consequences**

## Bridge Partnership – Ashbrook and Holmwood Schools

### Behaviour and Learning Rewards and Consequences

	What will happen	What we will see?
<b>Well above expectation</b>	<p>If you are showing well above expected levels, you may:</p> <ul style="list-style-type: none"> <li>• For learning or behaviour examples to be shared with the Head/Deputy/Assistant Head (Senior Leadership Team) for praise</li> <li>• Have your photo on the school board when consistently well above expectation (small photo display)</li> <li>• For being a consistent excellent role model become King or Queen for the week or up to a half term (photo on display and badge to be worn, teaching staff will appoint up to 2 kings or queens per class per half term, with the 2<sup>nd</sup> only being appointed towards the end of the half term, this award will be delivered in a whole school celebration assembly, these children will then be invited to attend Tea Party held once a half term)</li> </ul>	<p>Sustained:</p> <ul style="list-style-type: none"> <li>• <b>Learning zone 5</b> (see chart for details, to be introduced once well-being scales are established)</li> <li>• <b>Well-being 5</b> (see chart for detail to be introduced in September)</li> <li>• Taking a leadership role in the classroom</li> <li>• Taking a leadership role within the school</li> <li>• Taking a significant step in your learning having shown outstanding resilience</li> <li>• Consistently following the golden rules and supporting peers to also follow the golden rules</li> <li>• Consistently supporting others to use restorative practices</li> </ul>
<b>Above expectation</b>	<p>If you are showing above expected levels, you may get:</p> <ul style="list-style-type: none"> <li>• For behaviour only Wow Board achievement and sticker</li> <li>• For learning or behaviour examples to be shared with a member of the Senior management Team (SMT) or another member of staff within the school</li> <li>• Personal summary (behaviour) or work shared on the school website or displayed in school</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning zone 5</b> (see chart for details)</li> <li>• <b>Well-being 5</b> (see chart for details)</li> <li>• Showing resilience in your learning and relationships</li> <li>• Opening your heart to others offering them challenge or support in their learning</li> <li>• Supporting others to use restorative practices</li> </ul>
<b>Expected Behaviour</b>	<p>If you are showing expected levels of behaviour you will get:</p> <ul style="list-style-type: none"> <li>• For whole class rewards, a “jewel” in the class jar may be awarded and when the jar is full, the class choose a rewarding activity. All staff may contribute to this (including MDS) with 1 jewel being awarded daily for each class that has earned it</li> <li>• For learning individual praise, positive attention and/or stickers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning zone 4</b> (see chart for details)</li> <li>• <b>Well-being 4</b> (see chart for details)</li> <li>• Following the golden rules</li> <li>• Taking self-responsibility seriously</li> <li>• Self-regulation of behaviour and using ‘Stop, Think, Be responsible’ to solve problems and reporting to adults where necessary</li> </ul>

<p><b>and Learning</b></p>	<ul style="list-style-type: none"> <li>• For behaviour individual praise, positive attention and/or stickers</li> </ul>	<ul style="list-style-type: none"> <li>• Having an expectation of each other to resolve conflict when it occurs</li> <li>• Being open to listening to other points of view</li> <li>• Reciprocal relationships - developing and maintaining strong peer bonds</li> <li>• Reflecting, redrafting and growing your learning</li> <li>• Collaboration with others and being a successful team member</li> <li>• Noticing other`s Well-being and being proactive in the support you offer</li> </ul>
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<p><b>Verbal Warning 1</b></p>	<p>If you are showing less than expected behaviours Level1 you will receive verbal Warning 1 and you may:</p> <ul style="list-style-type: none"> <li>• Be moved away from others</li> <li>• Be spoken to by a familiar member of staff</li> <li>• Have a privilege removed i.e. sent to the back of the line, responsibilities withdrawn, miss some golden time</li> <li>• Stop your class from receiving a jewel in the jar</li> </ul>	<p><b>LEVEL 1</b></p> <ul style="list-style-type: none"> <li>• Not listening or not following instructions</li> <li>• Distracting others or answering back/calling out</li> <li>• Showing disrespect to people's property (not damaging) e.g. treading on bag</li> <li>• Pushing in line, whistling/making inappropriate noises or rocking on chair</li> <li>• Low learning zone or not being prepared for learning</li> <li>• Breaking the golden rules</li> </ul>
<p><b>Orange on Wow Board Warning 2</b></p>	<p>If you continue to show Level 1, after verbal warning 1 you will move to Warning 2 Orange on the Wow Board. If you display any LEVEL2 behaviours you will move straight to Warning 2 Orange on the Wow Board. You will:</p> <ul style="list-style-type: none"> <li>• Be taken aside or out of class to be spoken to by a member of staff</li> <li>• Have a large privilege removed i.e. miss a class treat, miss an amount of your golden time, miss playtime or lunchtime</li> </ul> <p>If you reach Red on the Wow Board Warning 2, your class teacher will contact your adult; this may be in person, telephone, email or via a formal letter. Details of Warning 2 behaviour will be shared. Consistent LEVEL 2 behaviour may also result in a letter to your parent and your parent meeting with a school leader</p>	<p><b>LEVEL 2</b></p> <ul style="list-style-type: none"> <li>• Continuing to do what he/she had previously been warned about at level 1</li> <li>• Consistently breaking the golden rules</li> <li>• Pushing aggressively (with heightened emotion)</li> <li>• Rudeness to an adult or refusing to carry out an adult's instructions</li> <li>• Drawing on property or throwing equipment</li> <li>• Personal insults</li> <li>• Leaving the classroom or playground without permission</li> <li>• Refusing to attempt work or work with others</li> <li>• Spitting</li> <li>• Taking school equipment or that which belong to others without permission</li> <li>• Mimicking an adult</li> <li>• Climbing on or sitting under furniture, hiding in toilets, shouting at random</li> </ul>

<p><b>Red on Wow Board Warning 3</b></p> <p>All warning 3 behaviours are logged</p>	<p>If you continue to display LEVEL 1 or LEVEL 2 behaviours then you will move to Warning 3 Red on the Wow Board.          If you display any LEVEL 3 behaviours you will move straight to Warning 3 Red on the Wow Board          Your class teacher or school leader or will contact your adult; this may be in person, telephone, email or via a formal letter.          Details of Warning 3 behaviour will be shared.          LEVEL 3 behaviour may also result in a letter to your parent and your parent meeting with a school leader</p>	<p><b>LEVEL 3</b></p> <ul style="list-style-type: none"> <li>• Consistently continuing level 1 and 2 behaviours</li> <li>• Throwing books or equipment, damaging property intentionally or stealing</li> <li>• Personal insults or harassment</li> <li>• Spitting, fighting or physical violence</li> <li>• Swearing or offensive language/gesture</li> <li>• Confrontational behaviour, and verbal threats to pupils or staff</li> <li>• Premeditated physical violence or disconnection through 'blind rage'</li> <li>• Bullying</li> </ul>
<p><b>Warning 4</b></p> <p>All warning 4 behaviours are logged</p>	<p>If you continue to display Level 3 behaviour then you will be given Warning 4          You will:</p> <ul style="list-style-type: none"> <li>• Be removed from the class</li> <li>• Have a meeting with a member of the Senior Leadership Team</li> <li>• Have your parent contacted immediately and a meeting set up to discuss your behaviour with a senior member of staff</li> </ul> <p>You may be removed from lessons with others until your behaviour has been resolved with you and your parent          Level 4 behaviour may also result in temporary or permanent exclusion</p>	<p><b>LEVEL 4</b></p> <ul style="list-style-type: none"> <li>• Consistently showing level 3 behaviours or extreme examples of level 3 behaviour such as those that cause harm or threaten to cause harm to others, or disrupt the learning or well-being of others</li> </ul>

**WELL BEING  
SCALES**

<b>5</b>	<p>I feel:</p> <ul style="list-style-type: none"> <li>• Confident</li> <li>• Flexible – ready to try new things</li> <li>• Happy, cheerful and full of smiles</li> <li>• Full of energy</li> <li>• Relaxed</li> </ul>
<b>4</b>	<p>I feel:</p> <ul style="list-style-type: none"> <li>• Good</li> <li>• Happy and content</li> <li>• Happy with my friends</li> <li>• Energetic</li> <li>• Happy to be around people</li> </ul>
<b>3</b>	<p>I feel:</p> <ul style="list-style-type: none"> <li>• Calm</li> <li>• Little emotion</li> <li>• Ok / Fine</li> <li>• No real worries or concerns</li> <li>• Quite happy with myself and my surroundings</li> </ul>
<b>2</b>	<p>I feel:</p> <ul style="list-style-type: none"> <li>• Ill at ease</li> <li>• Unhappy</li> <li>• I would like to talk</li> <li>• Uncomfortable</li> </ul>
<b>1</b>	<p>I feel:</p> <ul style="list-style-type: none"> <li>• Sad, frightened, panicky, angry or furious</li> <li>• Unable to sit still, can't settle</li> <li>• I want to be alone</li> <li>• In search of some comfort but unsure what I want</li> <li>• I don't want to talk</li> </ul>