

BRUNSWICK SCHOOL, PENRITH

BEHAVIOUR POLICY

(INCLUDING ANTI-BULLYING POLICY & CARE AND CONTROL AND POSITIVE HANDLING GUIDELINES)



Aims of the School

The highly dedicated team at Brunswick School aim to provide the very best education for all our children by:

- * Creating a welcoming, happy environment, that stimulates the mind and promotes a love of learning.
- * Ensuring everyone is safe and feels safe.
- * Promoting equality through the delivery of an exciting, challenging and innovative curriculum that is designed to meet the needs of all our pupils.
- * Providing high quality, creative resources that motivate pupils and encourage the independent application of key skills.
- * Using our Resilience Rucksack approach to promote an "I can do it" attitude.
- * Developing individual self-esteem and confidence.
- * Encouraging teamwork and a caring attitude towards others.
- * Working in partnership with other schools, groups, organisations and the wider community to enhance opportunities for all our pupils, families and staff.
- * Fostering the trust parents and carers have, in our ability to nurture the unique potential within their children.
- * Promoting a healthy lifestyle and a love of the outdoors.
- * Having the highest expectations in our rigorous pursuit for continued excellence.

Aims of this Behaviour Policy

- To ensure that positive behaviour is consistently taught and expected by all members of the school community.
- Keep the three core behaviours of the School's Ethos at the heart of what we do: CHILD AT THE CENTRE, LOVE WHAT YOU DO, NO ONE GETS LEFT BEHIND. These behaviours are central to our thinking and should inform our actions and the support we provide to staff, pupils and their families.
- To demonstrate that being polite, friendly and helpful are essential qualities in becoming a responsible person.
- To ensure that everyone adheres to our School Promise:

We know everyone in our school is special.
We are kind and caring towards others.
We don't give up when things are tricky!
We always try our best!
- To encourage class teachers to establish clear classroom routines and expectations.
- Where children are having problems with behaviour, the school will work in partnership with pupils, parents and other relevant professionals to ensure all children can continue to learn and flourish at Brunswick.

Rewarding and Promoting Positive Behaviour

1. Notice and praise the positive – use specific academic and non-academic.
2. Give positive reminders/feedback as often as possible.
3. Send to the Head Teacher or other adult for extra praise.
4. Special sharing/Celebration Assembly, when children are selected for public praise from teacher in front of whole school.
5. Sharing successes with parents/carers verbally, via notes, stickers or phone calls.
6. Teachers and teaching assistants also have individual systems for rewarding success eg: golden time, star charts, stickers, star of the week, always person.

Strategies for Dealing with Negative Behaviour

1. Treat the behaviour, not the child. Do not damage child's self-esteem.
2. Staff will remain calm whilst addressing the problem. Staff will clearly and briefly explain what is not acceptable, provide a clear reminder of the task and expectation, then, move on. Staff will seek the opportunity to see pupils making good choices and give verbal praise to reinforce positive behaviour.

3. Where possible pupils will be given verbal warnings for inappropriate types of behaviour and advice on how to behave more appropriately.

In Key stage 1: teachers use a traffic lights system to visually illustrate pupils' behaviour status.

Green = 'Good to Go' behaviour is appropriate and pupils are ready to learn.

Amber = 'Chance to get back on track' 'FIX IT' Pupils are given verbal warnings and advice on how to get back down to Green. Once they have fixed it they will return to **Green**.

Red = 'Inappropriate behaviour that must stop'. Pupils have a sanction and parents are informed.

In EYFS: teachers will give pupils two verbal warnings with a visual aid used whenever possible to reinforce the expected behaviour e.g. Good Sitting, Gentle Hands, Good Listening. On the third occurrence the child will have one minute thinking time to reflect on it and how they can fix it. Serious issues will be fast tracked to thinking time or dealt with directly by a senior member of staff.

4. Sanctions for inappropriate/aggressive behaviour may include;

- Exclusion from playtime(s) or other activities if appropriate
- Reduction in Golden Time
- Remove shoes if kicking is a persistent problem
- "THINKING TIME" session, either in class, away from group/activity, or in another part of the school.
- The pupil helps to 'Fix it', e.g. clears up mess, repairs broken model, etc.
- Time when the pupil walks round holding an adult's hand for 5 minutes watching good examples of positive play at playtimes is promoted.
- Send to Head Teacher/Assistant Head for a discussion and/or to create a prevention plan/ reward chart
- Letters sent home or phone call to parents regarding child's behaviour
- The Fuss Box Strategy may be used in KS1. This is where the whole class or individual children may be given 1 minute time out as a sanction for inappropriate behaviour.
- Inappropriate/aggressive behaviour will be recorded on yellow incident sheets and logged on CPOMS as a record for children with specific behavioural needs.

5. School Support Plans may be formulated following discussion with the Special Needs Co-ordinator if a child's behaviour becomes a more frequent problem either at school or home. This may involve liaison with external specialists, e.g. Emotional Behaviour Difficulties Team, Educational Psychologist. Parents will be involved in a holistic approach to the problem and support for parents may be sought from Banardos or East Cumbria Family Support.
6. Pupils who have extremely challenging behaviour or who may be at risk of requiring physical restraint will have a positive behaviour management plan and/or ABC log created.
7. If pupils' behaviour poses a risk to themselves or others help should be sent for (red help cards). Positive handling techniques should always be **a last resort** and generally other children and adults should be removed from the area before any restraint is used. The head teacher or another member of staff who is trained in Team Teach will generally be responsible for any positive handling techniques. These should always be reasonable, proportionate and necessary. See section below on Care, Control and Physical Intervention.
8. Exclusion, Fixed/Permanent, is the last resort and will involve the Governing Body of the school.

Care, Control & Physical Intervention Guidelines

A teacher or other member of staff will only use physical intervention to **"restore and/or ensure safety"**. The law requires that force should only be used as a last resort, when all other attempts to control the pupil have failed and every other approach has been considered.

Practical methods to de-escalate the situation:

- Use the Team Teach Helping Hand script to help defuse anger or anxiety.
- Offering verbal prompts, reminders or diversions
- Guiding, steering gestures (including hand to hand, hand to arm, arm round shoulder/back)
- Retreat, walk away if appropriate
- Keeping calm and asking for help
- Remove other children, adults from scene
- Brief periods of withdrawal away from point of conflict into calmer environment may be more effective for an agitated child than holding or physical restraint

Intervention and/or restraint should only be used when real danger is perceived by the staff involved and means other than force has been attempted or was found to be insufficient. When force is used it is reasonable, proportionate and necessary to remove the danger.

Reasonable minimum force is permissible:

- Where a person is being assaulted or is in fear of assault
- Where a person is aware that another individual is in immediate danger of being assaulted
- When a person is wilfully damaging property

This must be strictly adhered to and the adult intervening must record the incident formally. Members of staff must not over-react and force must not be unreasonable or excessive. Members of staff must not act in a way that may leave him/her liable or disciplinary, civil or criminal proceedings. Staff must never:

- Strike a pupil
- Twist limbs
- Sit on a pupil
- Lock a pupil in a cupboard
- Force a pupil's arm behind their back
- Pin a pupil against walls or furniture
- Cause deliberate injury to a pupil
- Exert excessive pressure to part of a pupil's body.

The members of the school staff trained in Team Teach will take responsibility for positive handling techniques unless an emergency situation requires an immediate action. Members of the senior management team can be called upon to offer support in these situations.

"Team Teach Techniques seek to avoid injury to the pupils and staff but it is possible that bruising or scratching make occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "Side-Effect" of ensuring that children and staff remain safe." (George Matthews Team Teach Director.)

Anti-Bullying Policy

The anti-bullying policy of Brunswick School is embedded in the school's ethos. Our pupils are encouraged to care for and understand and listen to each other in all aspects of school life.

We recognise the effect that bullying has on a child's self-esteem and ability to learn. So we strive to promote an anti-bullying environment throughout school. At Brunswick School we encourage any pupil, parent, carer or staff member who has any concerns or queries to discuss them with an appropriate member of the school team, as soon as they arise.

Bullying is defined as ...

"Bullying..... Involves dominance of one pupil by another or a group of others, is premeditated and usually forms a pattern of behaviour"

(Circular 8/94, Pupil, Behaviour and Discipline)

STOP

"Several Times on Purpose" – The Kidsafe terminology used with pupils when discussing bullying.

YUKKY FEELINGS – The Kidsafe terminology used with pupils when discussing how children will feel if they are being bullied.

At Brunswick School we believe:

- Pupils and staff have the right to work in an environment without harassment, intimidation or fear
- All bullying of any sort is therefore unacceptable
- Anyone who is a victim of bullying will be supported

Action

We believe that a combined approach is necessary to combat any form of bullying.

Therefore:

- All pupils in Year 1 and 2 are trained in Kidsafe and we use the terminology throughout the school.
- All pupils are encouraged to tell an adult immediately if they are the victim of or a witness to bullying of any sort
- At circle time, children have an opportunity to discuss behaviour in an unthreatening and supportive way

- All bullying incidents are logged on incident sheets. These incident sheets are monitored and evaluated by the governing body. Any patterns of inappropriate behaviour, bullying, homophobic or racist incidents are investigated fully to ensure appropriate action has been taken.
- If a child is found to be involved in bullying, it will be treated very seriously. A Behaviour Management Plan will be established with clear expectations and management strategies. Parents will be involved in this process and be given a copy of the plan. The pupil's behaviour will be closely monitored and ultimately exclusion sanctions will be adopted for repeated bullying.

REVIEWED: JAN 2022

DUE FOR REVIEW: JAN 2024

REVIEWED BY: SLT and Staff

Consultation with parents – parents informed via the school newsletter that the updated policy is on website and asked to contact school with any comments.