



Behaviour and Discipline Policy

This Policy also relates to:

- Anti-Bullying Policy
- Child Protection Policy
- Keeping Children Safe in Education
- Attendance Policy
- Staff Code of Conduct
- SEN and Inclusion Policy
- On-line safety Policy
- Equal opportunities Policy

Policy Adopted on: **March 2024**

Policy Agreed by Governing Body (signature):

Date Policy to be reviewed: **March 2027**

The Governing Body reviews this policy annually. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Behaviour and Discipline Policy

Brushwood Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Safe.'

Legislation and statutory requirements:

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

At Brushwood Junior School we aim to:

- Provide a safe, comfortable, and caring environment where optimum learning takes place.
- Provide clear guidance for pupils, staff, and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches instead of punishments.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad' choices.
- Encourage pupils to recognise that they can and should make 'good' choices.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

All staff must:

- Take time to welcome pupils at the start of the day.
- Greet pupils at the start of lessons.
- Foster and model positive relationships with pupils, listen and notice.
- Always pick up on pupils who are failing to meet expectations.
- Always redirect pupils by referring to 'Ready, Respectful and Safe'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing pupils with more complex or challenging behaviours.

Adults who manage behaviour well:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all pupils.
- Relentlessly work to build mutual respect.
- Remain calm.
- Demonstrate unconditional care and compassion.

Pupils want teachers to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.

Behaviour for Learning

Brushwood Junior School principles: 'Ready, Respectful and Safe'

It is recognised that a clear structure of predictable outcomes has the best impact on behaviour. The school principles set out the rules, relentless routines, and visible consistencies that all pupils and adults follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Pupils are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

It is understood that for some pupils following our behaviour expectations may be beyond their developmental level. In this case, these pupils are supported through bespoke positive intervention plans.

School Rules	Visible Consistencies	Over and Above Recognition
1. Ready 2. Respectful 3. Safe	1. Daily meet and greet – soft start 2. Persistently catching pupils doing the right thing 3. Picking up on pupils who are failing to meet expectations. 4. Staff present at the start and end of the day 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language	1. House points 2. Verbal praise 3. Stickers 4. Certificates 5. Phone call/text home. 6. Show work to other adults. 7. Notes home 8. Phase Leader praise 9. Recognition from HT/SLT 10. Head Teachers Award 11. Star of week award

Stepped Boundaries - Gentle approach, use pupil's name, pupil level, eye contact, deliver message	
1. REMINDER	• I noticed you chose to... (noticed behaviour) • This is a REMINDER that we need to be (Ready, Respectful, Safe) • You now have the chance to make a better choice • Thank you for listening. <i>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</i>
2. WARNING	• I noticed you chose to... (noticed behaviour) • This is the second time I have spoken to you. • You need to speak to me for two minutes (at a time convenient to the adult). • If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name) • Do you remember when... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation <i>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i>
3. TIME OUT	• I noticed you chose to... (noticed behaviour) • You need to... (Go to the quiet area / Go to sit with another class / Go to another table etc) • Playground: You need to... (Stand by staff member/ me / Sit on the picnic bench/ stand by the wall etc) [Inform the Class Teacher at the end of break] • I will speak to you in two minutes. <i>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i> *Do not describe pupil's behaviour to another adult in front of the pupil*
4. FOLLOW UP – REPAIR & RESTORE	• What happened? (Neutral, dispassionate language) • What were you feeling at the time? • What have you felt since? • How did this make people feel? • Who has been affected? What should we do to put things right? How can we do things differently?

Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Sanctions

Sanctions *should*:

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all adults to help to ensure that pupils and staff feel supported and secure (see appendix A for further guidance on examples of behaviours, the actions and how these are recorded)

Sanctions need to be in proportion to the action.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the pupil.

Adult Strategies to Develop Excellent Behaviour

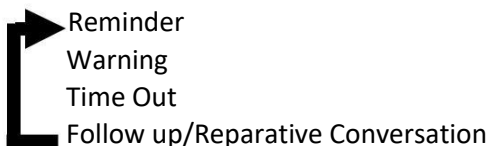
- IDENTIFY the behaviour we expect.
- Explicitly TEACH behaviour.
- MODEL the behaviour we expect.
- PRACTISE behaviour.
- NOTICE excellent behaviour.
- CREATE conditions for excellent behaviour.

Language around Behaviour

It is essential that a common and consistent use of language around behaviour is adopted to establish clear boundaries within which to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should always remain professional and calm. Conversations should follow the Stepped Boundaries (see table above) and behaviours should be discussed as the behaviours they are, and not be personal to the pupil.

Conversations around behaviour should be conducted, in the first instance, by the adult dealing with the incident or taking the class/ group. All incidents are logged on CPOMS.

BEHAVIOUR PATHWAY



Should you feel a more senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the escalation process below:

1. Parents phoned.
2. Sent to Phase Leader
3. Sent to SLT
4. Parents called in to school.
5. Seclusion (decision to be made by SLT)
6. Suspension (decision made by HT)
7. Permanent Exclusion (decision made by HT)

Extreme Behaviours

Some pupils exhibit behaviours based on early childhood experiences and family circumstances. Often these pupils use behaviour to communicate their emotions. It is also understood that for many pupils they need to feel a level of safety before they exhibit extreme behaviours. Where possible, the most skilful staff are used to build relationships with these pupils. These pupils are supported through a bespoke 'Positive Intervention Plan' that can be found in *Appendix B*. When dealing with an episode of extreme behaviour, a pupil may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only. All staff have received the Norfolk Step On training and 12 members of staff have received the Norfolk Step Up training. Trained staff include the Senior Leadership Team, Phase Leaders and three teachers and three teaching assistants.

All serious behaviour incidents are recorded on CPOMS and incidents resulting in the need to restrain are also recorded using the significant risk incident record which is filed in the document vault on CPOMS.

Exclusions may occur following extreme incidents at the discretion of the Headteacher. A suspension will be enforced under these conditions.

- The pupil needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the pupil better.
- The inconvenience of the pupil working at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher. Throughout this process, it is imperative that regular meetings are held with parents to explain what is happening and why.

Zero-tolerance approach to sexual harassment

All incidents of sexual harassment are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be. All incidents of this nature are reported to a designated safeguarding lead in the school. The response will be: proportionate, considered, supportive and decided on a case-by-case basis.

There are clear procedures in place to respond to allegations or concerns regarding the safety or wellbeing of pupils or adults in the school. These include clear processes for: responding to a report, carrying out a risk assessment, and advice on when to refer to early help, social care or the police. *Please refer to the Child Protection Policy and Keeping Children Safe in Education for more information.*

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is: taking part in any school-organised or school related activity such as school trips; travelling to or from school; wearing school uniform or in any other way identifiable as a pupil of the school.

Bullying

Bullying is harmful to all involved, not just the victim, and can result in long-term outcomes of self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and in extreme cases serious mental health concerns and even suicide.

Other concerns, that might not necessarily easily fit into these headings, will be nevertheless taken seriously e.g. being picked on, taking advantage of another person.

Bullying can take many forms such as verbal, physical, racist, homophobic, and on-line (Cyber) bullying. Pupils and staff are taught how to recognise, report, and swiftly address incidents of bullying.

It is a possibility that the bully may be an adult and Child Protection procedures and Conduct and Discipline policies will be adhered to where this is the case.

Please refer to our Anti-bullying policy and On-line safety policy for further information regarding how incidents of bullying are managed.

Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other pupils is too high.
- The impact on staff, pupils and learning is too high.

Permanent exclusion will be a last resort and school leaders will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the pupil will be at the heart of all decisions taken.

Brushwood's ladder of consequences



Suspension

Extreme misbehaviours

Behaviours that prevent the child keeping themselves, others, or the property of the school safe including online or on social media.

Exclusion (internal)

Serious misbehaviours including repeated significant misbehaviours

Repetitive verbal or physical aggression, such as, fighting, kicking, punching, slapping, inappropriate language, e.g. swearing or rudeness, all forms of bullying including cyber bullying, racist, homophobic or prejudiced language/actions, spitting, sexual harassment such as sexual comments, inappropriate touching or looking at others, including posting sexual images on social media, using inappropriate search terms on computer devices, stealing, deliberately bringing unsafe or banned items into school, refusal to accept consequences.

Time out

15 minutes lost

Significant misbehaviours

Deliberately hurting another child (pushing), repetitive low-level disruption, deliberate damage to school property, stopping others from working, not responding when being spoken to or messing around in areas that the child should not be in (outside toilets, outside the blocks, reading area).

5 minutes lost

Minor misbehaviours

Not following instructions, running around school, destructive / disruptive / rude behaviour, hurting through boisterous play, not sharing, leaving people out, incorrect uniform or poor attitude.

Warning

Positive Intervention Plan

Name:	Class:	Date:	Review Dates:			
Potential Triggers/Key Themes						
What we want to see		Strategies to maintain				
First signs that things are not going well		Strategies/support needed				
Where this behaviour leads next						
What we are trying to avoid		Interventions necessary				

Signature of member of staff.....
Signature of parent.....
Date:.....