BRECKON HILL PRIMARY SCHOOL
BEHAVIOUR POLICY

Basic Principles

- Children have the right to learn
- Teachers have the right to teach
- Behaviour is the responsibility of all staff

This policy has adopted and developed the "Assertive Discipline" programme which Breckon Hill School has had in place for 20 years. In 2013 the entire school staff undertook Team Teach training recognising the increasing numbers of children with specific emotional needs and delay and the benefit of the training to diffuse conflict and bring the children out of crisis.
The aims of the policy are :

- To be consistent throughout the school in managing behaviour
- To establish and maintain its basic rules
- To recognise and reward good behaviour
- To involve parents in the process

Rules

These can be found on the attached parents' information leaflet. ..\Parent Behaviour Guide.doc
Alongside these the children will be taught the phrase, "May I have your attention please?"

The children will be expected to

- Stop what they are doing
- Empty their hands
- Look at the speaker

This will be followed by a class/group/child instruction. The phrase "I need you to --"
can be used. Every child will be expected to follow the instruction given.

Rewards

The children's good behaviour will be recognised in a number of ways. Each team will decide its own method of informing parents of good behaviour on a regular basis. "Brainy Bear" tokens are given to any child displaying appropriate behaviour. Staff should state the reason for the reward.

eg "Ross, I like the way you kept on task for this lesson"

The tokens are collected in a class container which is taken into a whole school assembly every Monday where one token is picked out. The chosen child will receive a small prize. In addition, every class teacher will nominate a child as "Pupil Of The Week" who will also receive a prize. Class awards are also given resulting in a class prize when an agreed number of points have been earned. These might be :

~ Hearing a favourite story
~ Five minutes extra break

~ Golden Time
~ Listening to some music
~ Extra time with the construction equipment

Headteacher award certificates are given to a number of children on a half termly basis which are sent home for parents to see.

Consequences

Before these are applied other strategies should be tried. These might be,

~ A finger to the lips
~ Quietly saying a child's name
~ Looking at the child
~ A slight touch on the shoulder

The child should be reminded three times of the instruction before proceeding to a warning by repeating the phrase,
"Ross, I need you to --------"

Once the consequences are put into operation at no time should the member of staff enter into a discussion about the issue during lesson times. Repeating the instruction is all that is required.

Every child begins each day afresh. Pupils who regularly need warnings and whose behaviour gives serious cause for concern should be referred to the Inclusion Team. Further sanctions are at the discretion of the Head Teacher and the Senior Leadership Team but the school is extremely proud that it has not excluded pupils even temporarily for over 15 years.

Behaviour is a whole school issue and the pupils are the responsibility of ALL staff not just the class teacher. All staff share the responsibility of informing new and supply teachers, assistants, auxiliaries, etc. of the school's behaviour policy and assisting them in maintaining its smooth and consistent delivery. Details of the Rules, Rewards and Consequences are included in ..\Parent Behaviour Guide.doc

Also attached is,

- Cause for concern letter (teachers)

Inclusion Team

Breckon Hill has an Inclusion Team consisting of the SENCo (Mrs Chapman) a Lead PSA (Mrs Morris) and an Assistant PSA (Mrs Doran). We also have two Czech TAs who work closely with the team on issues regarding the Eastern European pupils. Any concerns over pupils are referred to the Inclusion Team through the CPOMs system which is used by all staff. The team will agree an individual behaviour support appropriate to the pupil. The team also works closely with the lunchtime supervisors.

Lunchtime
A similar system based on rewards is in place at lunchtime. The Inclusion Team works closely with targeted children on preventative work and self esteem building. We aim to keep the children who have greater problems controlling their behaviour actively playing in teams and groups where they can learn sharing and team skills. The pupil council is also actively involved in supporting the children's play times.

Equal Opportunities/SEN

Every child regardless of age, gender, culture, disability or sexual orientation has the right to be treated equally within the boundaries imposed by this policy. The children are a whole school responsibility and if any help is needed Mrs Diemoz (HT), Mrs Chapman (SENCo./AHT), Mrs Morris (PSA) and Mrs Camp (DHT) are available to find strategies to support the child's emotional development. Breckon Hill School believes the most important part behaviour handling is de-escalation and empathy training. Empathy is developed through P4C sessions, assembly times, the Creative Curriculum and class/group discussions

Children who have had positive handling strategies used to move them from out of a crisis have their own 'Care Plan' which is shared with all staff to show the strategies which work with the child to avoid the need for actual physical intervention in the future. An example is attached as an appendix

TEACHERS' LETTER (printed on blue paper)

Dear

Today _____ has behaved badly. _____ must follow the school rules.

Please talk to _____ about this. If you wish to see me about this, I will be available

on _____ at _____.

The slip below must be signed and returned to school.

Yours sincerely

Class Teacher

I acknowledge your letter of _____ and have spoken to _____ about

_____ behaviour at school.

Signed _____ Parent/Guardian

BRECKON HILL PRIMARY SCHOOL

Care Plan

Name			
Brief Statement of Needs (Including all medical information)			
Things child likes:		***Things child does not like:***	
Description of common behaviours which have led to positive handling.			
Times or situations when such behaviour is likely to occur.			
Preferred Supportive Strategies. (Number in order of preference).			
Verbal advice & support		Contingent touch	
Reassurance		Planned ignoring	
C.A.L.M. talking & stance		Time out offered	
Time out directed		Fresh face	
Humour		Choices/limits/consequences	
Negotiation		Space given	
Step away		Reflective listening	
Success reminder		3 part assertive message	
Distraction (key words/objects/likes)		Antiseptic bounce	
Preferred Handling Strategies (where necessary)			
Friendly Hold		Move away from incident / action	
Cuddle / Hug		Block path or route to danger	
Restrictive hug (seated)		Sit on adult's knee	
Guiding & Escorting using caring hands		Removing dangerous articles from grasp	
Hold hands for walkabout		Move other children away	
Other Successful Strategies:			
Comments and reasons for use, stating preferred staff and get-outs			
De-briefing process and after-care provision following an incident			
Signatures:			
Class teacher:		Head teacher	
SENCO		Parent	
Date:		Renewal Date:	
Further information overleaf Yes / No			