

Brookes UK

Behaviour Policy



This policy is approved for publication by: **Graham Ellis**

This policy was approved for publication on: **March 2021**

This policy was last reviewed on: **NA**

This policy will be next reviewed on: **Autumn Term 2021**

Behaviour Policy

(Please also refer to the Preventing and Tackling Bullying Policy and the Child Protection and Safeguarding Policy)

Introduction

At Brookes Cambridge, we are determined to create a positive and inclusive learning environment where everyone is given the opportunity to fulfil his or her potential. We aim to challenge and support all of our pupils, helping them strive to become lifelong learners and preparing them for life in an international community.

Aims

- To ensure consistency of approach
- To build a happy and safe environment for learning

A Positive Approach

- We believe that a positive approach to behaviour and discipline encourages attention to focus on agreed aims/expectation and their attainment.
- The school's expectations are communicated with students in positive terms.
- Good and appropriate behaviour is recognised consistently, rewarded and thus reinforced through an age-appropriate reward scheme.
- Our behavioural expectations are aligned with the attributes of the IB Learner Profile.

Parents

Parents are considered to be a vital part of the whole school Behaviour Policy. They have a right to be regularly informed about the school's policy and procedures. This is addressed at the start of the academic year. They are responsible, in conjunction with the school, for upholding agreed aims and procedures.

It is important that parents are given feedback and support as to the behaviour of their children at regular intervals and any causes for concern will be communicated to the parents at the earliest appropriate opportunity.

SEND Pupils

Specific attention is required regarding the behaviour of pupils who are identified as SEND. Appropriate arrangements may be needed to support these pupils. All staff need to be aware of specific issues so that they can make reasonable adjustments. A care plan may be provided by the SENDCo.

Rewards Systems We Use

Early Years

- Acknowledge positive interactions and right choices through happy gestures and visual praise.
- Pupils who demonstrate good behaviour are given the opportunity for additional responsibilities, for example collecting snack from the kitchen, feeding class pets etc.
- A Traffic Light reward system is in place in Reception, where children start each day on green and through good behaviour, work and kindness work up to gold, conversely orange or red through inappropriate behaviour.

- A Star of the Week certificate is awarded to pupils in Reception who have demonstrated outstanding approaches to both learning and behaviour. A certificate is given to the child during the Friday morning assembly and a record is kept in the classroom.

Junior School (KS1 &2)

- Every child belongs to a 'House'. The houses are Firebird, Phoenix and Dragon. House Points are awarded by all staff for good attitudes, citizenship, work and effort. House points are collected and the House with the highest number of points awarded is celebrated in assembly. This creates an atmosphere of collective positivity. The individual achievement of pupils gaining house points is also celebrated.
- Each Junior School class has a jar with a collection of marbles. The marbles are used to provide an instant reward for the class. Once full, a special reward is given to the whole class.
- In Key Stage 1 and 2, a Traffic Light reward system is in place where children start each day on green and through good behaviour, work and kindness work up to gold, conversely can drop to orange or red through inappropriate behaviour (Appendix 2b).
- A Star of the Week certificate is awarded to pupils in Key Stages 1 and 2 who have demonstrated outstanding approaches to both learning and behaviour. These may be explicitly linked to the attributes of the Learner Profile.
- Pupils are rewarded through positive comments made in homework diaries and annotated onto pieces of work (see Marking and Feedback Policy).
- Pupils who demonstrate a good attitude to work and or relationships are given the opportunity for additional responsibilities by being elected as School Council representatives, Sports or School Captains.
- Students who have shown outstanding learning behaviours throughout the year are recognised in the annual Speech Day presentations.
- There are a variety of reward systems used in the boarding house (see house handbook).

Sanctions and Procedures

It is important that failure to meet the agreed aims and expectations is dealt with consistently on the principles that:

- Sanctions focus on the misdeed.
- Sanctions follow misbehaviour in a timely manner.
- The severity of the sanction should match the misdeed and these levels are outlined below.

There are agreed procedures that are adopted in a scale of sanctions that can be applied

- All teachers and support staff are expected to manage the behaviour of the pupils that they teach and/or encounter within the school and they should employ appropriate sanctions to discourage inappropriate or disruptive behaviour.

During lessons:

Early Years

- 'Redirecting' of pupils who are finding it difficult to choose an appropriate activity.

- 'Gluing,' quietly ask a child to join in an activity with another child and practitioner, followed by another activity with a practitioner, giving the child time to re-centre and calm themselves in order to work effectively in the classroom independently.
- Quiet discussion/explanation of problems/issues.
- Role play scenarios to demonstrate to children more appropriate ways to deal with situations.
- Plan lessons/story-telling in response to children's emotional/social problems, highlighting the most appropriate way to behave.
- Empower pupils by offering them the opportunity to make the right choice.
- For children likely to cause harm to others through their actions, cuddle restraint and removal from situation, providing a quiet space to calm down. Discuss problem and give child choice to rejoin the rest of class when they feel ready to behave appropriately.

Junior School (KS1&2)

- Pupils should be given a clear warning and should be redirected.
- If given a second warning then the pupil's name is moved to orange on the colour chart (Appendix 2b).
- If behaviour persists then the pupil's name is moved to red, resulting in a loss of 5 minutes of Golden Time (Year 1+2) or break time.
- Recurrent 'red' incidents will be recorded so as to monitor frequency of occurrence.
- If a pupil is on red and continues to disrupt, then this is treated as a serious incident and the pupil should be sent to the Academic Director.

Senior School (KS3&4)

Low level disruption/ inappropriate behaviour

- Pupils should be given a clear verbal reminder of the expectations and should be re-directed.
- If given a second warning a pupil's name is noted.
- If poor behaviour persists then the pupil will be sanctioned appropriately by the member of staff.
- Sanctions at this level may include behaviour points on iSams/pupil planners, a short 'time out' and/or lunchtime detentions.
- When a pupil continues to disrupt, this is treated as a serious incident and the pupil should be sent to the Head of School. (See below).
- During detention, pupils will be given the opportunity, at the teachers discretion, to reflect upon their behaviour during a break or lunchtime. E.g. discussion with the teacher, written reflection or letter of apology.

Recurrent Incidents

- Any recurrent behavioural incidents must be logged on iSAMs. This will inform the form tutor.
- The subject teacher should liaise with the form teacher to decide upon the next steps. Possible next steps might include:
 - Monitoring a pupil's behaviour for a limited time by using a report card.

- A lunchtime detention.
- Parents/guardians should be informed by the form tutor.
- If a pupil that has been reintegrated continues to disrupt, then this is treated as serious incident and the pupil should be referred to the Academic Director.
- If a class teacher is concerned about a pupil who has specific needs it may be appropriate to discuss concerns with the SENDCo.

Serious

Serious incidents include:

- Severe verbal abuse of another pupil, adult or teacher, particularly where there is repeated use of offensive language
- Persistent non-compliance with the reasonable demands made by the teacher, boarding staff, bus driver, instructor, etc.
- Physical violence or threatening behaviour towards another pupil, adult or teacher;
- Theft, misappropriation of belongings from another pupil, teacher, or from school property;
- Intentional damage to school property
- Harassment and/or abuse based on, but not limited to, nationality, race, religion, disability, gender and/or sexual identity/orientation;
- Sexual misconduct and harassment, indecency, accessing obscene and pornographic websites on computers, or sexting;
- Possession of drugs, alcohol or offensive material for personal use;
- Possession of drugs, alcohol or offensive material with the intention of supplying to others;
- Being under the influence of drugs or alcohol;
- Possession or use of weapons.

The most serious incidents of misbehaviour or persistent disruptive behaviour should be reported to the Head of School and logged on iSAMs.

If any behaviour is deemed to be totally unacceptable then staff must ensure that the pupil(s) refrain immediately and are isolated from other pupils, they must then be removed from the situation immediately and placed in the care of the Academic Director.

SAFE RESTRAINT: In dealing with physical or 'out of control' behaviour, a member of staff may only use a degree of force if it is necessary to restrain a student who, in the opinion of that member of staff, is in danger of injuring him/herself or others or damaging property. Please see the Safe Restraint Policy on the school website for further information. Boarding staff all receive training on safe restraint.

SEARCH: Where there is a suspicion of theft, misappropriation, the presence of drugs, alcohol, offensive material or weapons, sexually explicit images or material, the school reserves the right to search a boarding pupil's possessions. This will take place in a sensitive and controlled manner and may involve communication with parents or guardians.

Parents will always be informed. Sanctions may include detention with the Academic Director, removal from specific lessons/activities/trips/privileges/boarding, internal suspension, fixed-term exclusion and permanent exclusion.

Boarding House

- Guidelines for boarding behaviour are in the appendix.
- Bad or abusive language should not be tolerated – any offender should be reprimanded by the teacher on duty.
- Inappropriate language or behaviour should be recorded in iSAMs by the boarding staff on duty so that patterns of behaviour can be identified.
- The staff on duty may require a pupil to stay with him or her for a 'time-out' period if inappropriate behaviour is witnessed.
- The boarding staff will regularly discuss pupils who are 'a cause for concern' and these pupils will be observed more closely during break times. This may include pupils who may be socially awkward, isolated, and rough or described as bullies or the victims of bullying. In serious cases, playtimes may be withdrawn for individuals for a short period and, in the most severe cases, internal suspension may be recommended.
- In all circumstances the boarding staff should focus on positive behaviour helping to make playtime a fun, safe and friendly time for all.
- Specific rules may be devised when pupils take part in off site visits which are linked to safety, care, responsibility
- In the case of serious misbehaviour the pupil should be sent to the Head of School or the Head of School may be sent for.
- For serious incidents, the same procedures should be followed as outlined in the serious behaviour sanctions and procedures in the lessons section of this document.

Appendix 1

Think It Through Sheet

Name:	
Date:	
For which teacher:	

What did you do? What was your role in the incident?

--

What did others do? Who else was involved and what did they do?

--

What can you do to show those involved that you are sorry?

--

What will you do in the future? Suggest ways you can ensure this doesn't happen again.

--

Signed:	
Print name:	
Date:	

Appendix 2 (a):

Early Years

The colour chart is a very fluid behaviour system and children are moved in small steps up and down the colours throughout the day for every small positive or unacceptable behaviours. Extra golden time is awarded on Thursday for children who have made it to gold each day.

Gold

Moved to gold for positive behaviour.

If on gold at the end of the day then the pupil will receive a special mention about what they have done well that day, reinforcing good behaviour and expectations.

Green- 'It's good to be green.'

All pupils start the day on green.

Orange

Moved to orange following a verbal warning not being heeded.

Red

Moved to red if disruptive behaviour continues and lose 5 minutes of next play time.

Appendix 2 (b):

Key Stage 1/2

The colour chart is a very fluid behaviour system and children can be moved between the colours throughout the day.

Gold

Moved to gold for positive behaviour.

If on gold at the end of the day then the pupil will receive a sticker.

Green- 'It's good to be green.'

All pupils start the day on green.

Orange

Moved to orange following a verbal warning.

Red

Moved to red if disruptive behaviour continues and lose 5 minutes of golden time.

Appendix 2 (c):

Key Stage 3 and above

Am I ready to learn?



Am I ready to learn?

I arrive to lessons on time, with the necessary equipment.



I enter the room quietly and prepare my exercise book.



I focus on my own learning and don't distract others.



I raise my hand if I wish to contribute and I listen when the teacher or another student is talking.



I always speak to my teacher and my classmates in a kind and respectful manner.



I always try my best and fully participate in classroom activities.



Appendix 3: Our Playtime Rules

Our Playtime Rules

- We are kind, caring and considerate
- We are respectful and honest
- We are polite to others
- We always say please and thank you
- We play nicely and are responsible for our actions
- We play within the school boundaries
- We make sure our school environment is clean and treated with respect
- When the bell rings we walk sensibly and line up quietly
- When we are in Year 7 we can play on the top field
- We always tell an adult if we feel frightened or sad

Appendix 4: Boarding Guidelines

- Once boarders leave for school in the morning they are not permitted back into the boarding house until the end of the school day. This includes going back to collect forgotten items.
- Once outside pupils should be discouraged from re-entering the building
- The lavatories should be used before a pupil goes outside
- Rough play is not acceptable – this includes such games as British Bulldog, Red Rover etc
- During the school day, pupils should stay on the supervised areas of the playground only
- Outside of normal school hours, boarders should stay within agreed bounds, (see boarding handbook)
- Football/Basketball should not be allowed to take over all of the play space
- Pupils must not take PE equipment from the store.
- Pupils should have access to quiet areas

Communal games should be encouraged and care should be taken to ensure that pupils are not isolated or lonely

- At the end of break times pupils should line up sensibly and wait quietly for their teacher.
- Pupils should be encouraged to keep the playground litter free.
- Boarders must return to the house immediately after school, signing in at either 4pm or at the completion of their after school activity.