

# Bryony School



## Behaviour Management Policy

### Introduction

This policy is a statement of the principles, aims and strategies for the management of behaviour in Bryony School. It is intended to act as a reference point and to inform teachers and parents. This policy applies throughout the school including the EYFS. It has been revised in line with latest government guidance.<sup>1</sup>

The aim of this Behaviour Management Policy is to:

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all
- promote good behaviour not just deter anti-social behaviour

---

<sup>1</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

## School Vision

*Our School vision is to provide all children with the opportunities to reach their academic, creative and physical potential, in a stimulating, caring, safe and inclusive learning environment.*

At Bryony we believe that the promotion of good behaviour, good attendance and the development of self-respect and of respect for others are essential foundations for a positive and effective learning and teaching environment. We aim to ensure that from the very youngest to those on the threshold of secondary school are encouraged to care about one another and their school environment and to value each other as individuals, paying particular regard to the protected characteristics set out in the 2010 Equalities Act. Values of respect for staff and other pupils and an understanding of the value of education are reinforced by staff and older pupils, who set a good example to the rest.

## Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment

We believe that **praise, positive actions and reward best promote good behaviour**. We aim to promote a consistent and fair approach throughout the school.

## Values We Hold ('C.A.R.E.')

- Cooperation
- Aspire and Achieve
- Respect
- Empathy

## School Rules

Bryony School has 4 simple rules - **'Be Ready, Be Respectful, Be Safe and Be Fair'** which can be applied to a variety of situations and are taught and modelled explicitly.

## The Five Pillars

Our Behaviour Policy is based on these Five Pillars:

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

**The fair and consistent implementation of our Behaviour Policy is everyone's responsibility**

## Expectations of Adults

All staff must be aware of the measures outlined in the school's behaviour policy and how they should implement these measures - this is one of the key systems in place in schools which supports safeguarding.<sup>2</sup>

1. Meet and greet at the door / gate.
2. Refer to 'Ready, Respectful, Safe, Fair'
3. Model positive behaviours and build relationships.
4. To create an environment that is safe, secure, interesting and pleasant.
5. Plan lessons that engage, challenge and meet the needs of all learners.
6. Deliberately and persistently catch learners doing the right thing and praise them in front of others.
7. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
8. Follow up every time, retain ownership and engage in reflective dialogue with learners.
9. Never ignore or walk past learners who are behaving badly.
10. To use rules and sanctions clearly and consistently.
11. To foster good relationships with parents/carers.
12. To recognise that each child is an individual and to be aware of their needs.

## Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Be a visible presence in the Department to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations

---

<sup>2</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Make sure that the restorative conversations are completed

### The role of the Head Teacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head Teacher will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support phase leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

### The role of the Proprietor

The Proprietor is responsible for promoting good behaviour amongst pupils by ensuring that –

- a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
- the policy is implemented effectively; and
- a record is kept of the sanctions imposed on pupils for serious misbehaviour.<sup>3</sup>

### The role of the Parents

Managing behaviour in school is more likely to be effective if a school **can work with parents as genuine partners in the education of their child**. It is important that children receive consistent messages about how to behave at home and school. We inform parents if we have concerns about their child's welfare or behaviour.

We expect parents to:

---

<sup>3</sup> The Education (Independent School Standards) Regulations 2014, Part 3, para 9.

- To be aware of and respect the school rules and expectations;
- To support staff in the implementation of the policy;
- To foster good relationships with the school;
- To make their child aware of appropriate behaviour at all times;
- To show an interest in all that their child does in school.; and
- To encourage their child's independence and self-discipline.

### The role of the Advisory Board

The Advisory Board will support the school in its efforts to address issues related to behaviour management and review serious cases of misbehaviour.

### Positive Strategies/Rewards

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'* Paul Dix

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Other specific rewards include:

**A Secret Student Board** will be used to encourage social or learning behaviours.. *'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'* Paul Dix

**A Positive Note Home/Letter Home** from Head Teacher. The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding children. *'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'* Paul Dix

Phone calls home: Staff or teacher phones parents to share their child's success.

Awarded Housepoints for good pieces of work, for effort or for examples of demonstrating Bryony School values/good behaviour around the school. These are totalled weekly with the House Cup being awarded to the winning House each term . with a corresponding team reward

## Stepped Sanctions

*'Punishment doesn't teach better behaviour, restorative conversations do.'* Paul Dix

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Steps for dealing with poor behaviour

### **Reminder, Caution, Last Chance, Time out, Repair.**

- **Reminder** - of the rules, and the three step routine, delivered privately.
- **Caution** - deliver in private if possible, make the child aware of his/her behaviour and clearly outline consequences if he/she continues eg having time out. Use phrase "think carefully about your next step"
- **Last chance (includes a 2 minute "inconvenience" after class)**- Speak to the child in private, give him/her a final opportunity to engage. Offer him/her a positive choice to do and use the microscript (see Behaviour Blueprint). The two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, it cannot be removed, reduced or substituted.
- **Time out –(yellow card)** If the child hasn't engaged after the third reminder he/she needs a 5 minute time out this is a few minutes for the child to think about him/her behaviour and calm down. Followed by:
- **Repair** - this might be a quick chat at breaktime in the playground or more formal meeting. (See restorative questions)

## Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

### Persistent Poor Behaviour

Repeated poor behaviour (More than one Time Out and Restorative Conversation in a day) results in a “yellow card.” This results in parents being notified either through a phone call or direct conversation. In the infant department, this is the class teacher’s responsibility. In the junior department, it is the responsibility of the teacher who has issued the yellow card. Yellow Cards should be recorded on Google behaviour forms.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour-class teacher’s will work in conjunction with parents/carers, SLT, and the head teacher to devise an individual support plan.

### Uncompleted Work

Any work which is not completed due to poor behaviour choices, will be sent home with an “uncompleted work” slip to be completed by the next day. If this does not happen it will be completed in school at break or lunchtime. We hope that all parents will work in partnership with us and encourage the work to be completed

### Serious (Red Card) Behaviour Incidents

Red Card Behaviours include;

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Any of these behaviours will result in an instant move to Time Out (see above) as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT.

Red Card incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headteacher or a member of SLT) All red card incidents should be recorded on Google behaviour forms.

### **Breaktimes, lunchtimes, Minibus and morning and afterschool clubs**

Expectations for good behaviour will be maintained during break times, lunchtimes and morning and after school clubs. Behaviour is managed through the following stages:

1. Verbal warning to include reminder of expectations.
2. Withdrawal from game.
3. ‘Time out’ – 2 - 5 minutes Early Years / KS1, 10 minutes KS2
4. Incident reported to class teacher.

5. Serious incidents may require the immediate removal of the child from the playground (or the After School club room) – brought to Class Teacher / Headteacher

Lunchtime Supervisors, Morning Club staff, After School Club and Minibus staff will record incidents and inform the Class Teacher. Parents of children who are repeatedly recorded will be contacted to discuss their child's behaviour. Pupils who persistently offend in morning and after school clubs will not be allowed to attend these clubs.

Minibus staff will also record names and incidents and inform the child's Class Teacher. Where the child is misbehaving and thereby disregarding their own safety and the safety of others, the incident will be reported to parents. Pupils who persistently cannot behave on the minibus will be required to find alternative methods of transport to and from school.

### School visits

Children are expected to maintain the same standards of behaviour off-site as they do within school. Incidences will be recorded and dealt with as per this behaviour management policy.

### Reasonable Use of Force

When a pupil's behaviour presents a serious danger of causing significant danger to themselves, to others, or to property, or there is a major threat to good order the pupil may be restrained or physically removed. See 'Reasonable Use of Force' Policy.



## Bryony School Behaviour Policy Blueprint

Adult Behaviour	Over and Above Behaviour	The Bryony Rules
Calm, consistent and fair Best conduct will be given first attention High expectations Respectful	Praise Phone call / note home Star of the Week Additional House Points	Be Ready Be Respectful Be Safe Be Fair

Stepped Sanctions - In Private	Microscript
<ol style="list-style-type: none"> <li>1. <b>Reminder of Rule</b>-repeat as necessary</li> <li>2. <b>Caution</b>-“Think carefully about your next step.”</li> <li>3. <b>Last Chance</b>-use microscript, and a 2 minute inconvenience at next break/lunch.</li> <li>4. <b>Time Out</b>-in class, or on chair in corridor. 5 minutes</li> <li>5. <b>Restorative conversation</b>-5 minutes with key adult (more than 1 in a day=Yellow Card Email sent home.)</li> </ol>	<p>I’ve noticed that...You know the school rules, be ready, be respectful, be safe, be fair. Can you remember when you ...<i>(time they did this really well)</i>...and how that made you feel? I expect you to...Thank you for listening.</p>

Restorative Questions
<ol style="list-style-type: none"> <li>1.<b>What has happened?</b></li> <li>2.<b>What were you feeling at the time?</b></li> <li>3.<b><u>Who has been affected by the actions?</u></b></li> <li>4.<b>How have they been affected?</b></li> <li>5.<b><u>What needs to be done to make things right?</u></b></li> <li>6.<b>How can we do things differently in the future?</b></li> </ol> <p>The number of questions to be used MUST depend on the age of the child. <u>Those underlined</u> should be used with the youngest children.</p>

Uncompleted Work	Red Card Behaviours
Work sent home for completion with a slip for parents to sign and return.	<b>Physical violence, swearing, racism, homophobia.</b> Straight to Step 4 & 5 above, with an additional

	restorative conversation with SLT, and a phone call or conversation with parents.
--	---

### SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IEP.

### Support agencies

If behavioural difficulties continue the Head, SLT, SENDCo or Pastoral Team will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Autism and Social Communication Team or other agencies that offer support for pupils and families.

### Exclusions

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education. In exceptional circumstances it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

### Allegations against a member of staff

If an allegation is made against a member of staff, the procedures outlined in the school's Safeguarding Policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the pupil in. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## Managing incidents of unacceptable or inappropriate behaviour outside of school

The DfE state the following in their guidance;

*Pupils' conduct outside the school gates – teachers' powers What the law allows:*

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above<sup>4</sup>.

### **How children can sort out their own difficulties**

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum, including through role plays.

### **Suggested Strategy for resolving conflict**

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them

---

4

- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact.
- If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

<b>Policy adopted by the Headteacher and Proprietor</b>	<b>September 2024</b>
<b>Review Date</b>	<b>September 2025</b>

**Appendices:**

- 1. Paul Dix quotes**
- 2. Understanding Adverse Childhood Experiences**
- 3. Reframe the Behaviour**

## Appendix 1: Paul Dix quotes

It is a consistency routed in kindness, not in the machismo of zero tolerance. Outstanding management of behaviour and relationships is simply not skills led. Neither is it imported with 'magic' behaviour systems, bought with data tracking software or instantly achieved by calling a school an academy.

Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.

It might be comforting to think that we reach a certain age and suddenly know how to behave. The reality is that there is no such age. It seems that the behaviour of a few leaders is pivotal to the success of such initiatives. Many would argue that their behaviour is pivotal to the success of the school. Without visible consistency from the top, collaborative agreements are just discarded sticky notes at the end of an INSET day.

Taken economies, where a credit or merit system is used to reward individuals, can never be consistent. It always rewards the highest achievers or the worst behaved... They do not add anything to behaviour practice that can't be done with a sincere 'well done' or a round of applause from the class.

**THE COST OF ADULT EMOTION** - When adult behaviour is wobbly there are lots of hidden costs. The knock-on effect on the workload of others is considerable. If we don't address the language we use by default then we risk the greatest inconsistency of all: managing poor behaviour with improvised responses.

You can land a sanction with a hard edge or you can land a sanction with an immediate reminder of the child's previous good behaviour. Done well, with good timing and perfect tone, there is a little magic here:

"It was the rule about ... (lining up/staying on task/bringing military hardware into school) that you broke. You have chosen to ... (move to the back/catch up with your work at lunchtime/ speak to the man from Scotland Yard). Do you remember last week when you ... (arrived on time every day/got that positive note/received the Nobel Prize)? That is who I need to see today ... Thank you for listening. (Then give the child some 'take up' time.)" ... Save your finest performance for when it has **most impact**: when children do the right thing. Then reward them with your enthusiasm, encouragement, humour, time and attention.

Great policies embed basic expectations with absolute certainty while allowing professionals the autonomy to meet the needs of individuals.

There is a reason why the UK has the highest imprisonment rates in the European Union, and it is the same reason why sticking children in silent detentions or imprisoning them in isolation booths doesn't solve anything...

**Damaged children need people, not punishment.** Adults who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response so it is predictable, consistent and empathetic.

Expecting restorative meetings to be a quick fix. It takes time for pupils to be able to answer questions fully and reflect properly. It takes time to change behaviour. Persist and gradually trust is built, conscience is developed and everyone is more aware of their behaviour.

**Punishment doesn't teach better behaviour, restorative conversations do.**

**WHEN THE ADULTS CHANGE EVERYTHING CHANGES** PAUL DIX

They don't need their name on the board or a tick/cross/ cloud against their name. It reconfirms their poor self-image, re-stamps a label of low expectation and provides a perverse incentive to the more subversive mind. Some children's names still appear on the board even when they have been rubbed off.

Consistent, calm, adult behaviour. First attention for best conduct. Relentless routines. Scripting difficult interventions. Restorative follow-up.

## Appendix 2: Understanding Adverse Childhood Experiences

# Understanding ACEs

ACEs (Adverse Childhood Experiences) are serious childhood traumas that can result in toxic stress. Prolonged exposure to ACEs can create toxic stress, which can damage the developing brain and body of children and affect overall health. Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems.



### ACEs (Adverse Childhood Experiences) can include:

- Abuse: Emotional/physical/sexual
- Bullying/violence of/by another child, sibling, or adult
- Homelessness
- Household: Substance abuse/mental illness/domestic violence/incarceration/parental abandonment, divorce, loss
- Involvement in child welfare system
- Medical trauma
- Natural disasters and war
- Neglect: Emotional/physical
- Racism, sexism, or any other form of discrimination
- Violence in community

### ! SURVIVAL MODE RESPONSE

Toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority.

Appendix 3: Reframe the Behaviour

