

BEHAVIOUR POLICY



Approved FBG **2 10 2023**

Minute Number **FBG/94/23/2**

Review date: As required by the Headteacher

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010

X

Mr S. Farnsworth
Chair of Governors

BROCKWELL JUNIOR SCHOOL BEHAVIOUR AND EXCLUSIONS POLICY

Every member of our school community is valued and respected – Every Child at Brockwell Matters. We endeavour to develop children who care, who know how to keep themselves safe, healthy and happily achieving. I expect everyone to engage in the business of learning in a climate of mutual trust and respect and make a positive contribution to our community.

All members of staff are expected to consistently and fairly apply this policy which underpins effective education at Brockwell Junior School. Through this policy, I set out measures which aim to: promote good behaviour, an orderly and calm environment, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and measures which lawfully regulate the conduct of pupils. We must encourage excellent behaviour and attitudes through high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. We have a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with this policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

To ensure behaviour is managed successfully in terms of outcomes for an individual child, it is essential that children know that parents and school staff do work closely together. Both partners actively demonstrating respect for our school rules will result in happy, secure children we are all hugely proud of.

Catherine Holmes, Headteacher

Policy Aims

- 1. Provide a set of expectations of which all staff, children and parents are aware and in which children feel secure.**
- 2. For ALL staff to actively emphasise positive behaviour and proportionately respond to poor behaviour when identified.**
- 3. Foster socially acceptable behaviour that allows all to teach & learn.**
- 4. Apply the agreed acceptable code of behaviour positively, calmly and consistently.**
- 5. All to know and staff to use rewards and sanctions agreed in this policy.**
- 6. Staff to know what is lawfully acceptable when disciplining pupils.**

Our Behaviour Policy is an important aspect of achieving our vision:

In partnership with parents, the whole school will deliver excellence at all levels with a clear mission to be Safe, Smile & Succeed.

Everyone is expected to:

Be Respectful
Be Honest
Be Kind
Be Responsible
Be Determined

The Acceptable Code of Behaviour

Children are regularly reminded of the meaning of our school values. Everyone will be expected to behave in accordance with these values.

Being respectful is about politeness, helpfulness, empathy and understanding of other people and their belongings.

Being honest is about integrity and developing trust.

Being kind is about care, tolerance and compassion for others.

Being responsible is about being accountable for our own choices and thinking before we say or do something to consider how it may affect someone or something else.

Children's actions don't endanger or harm themselves or others in any way.

Being determined is about effort, developing resilience, developing a growth mindset and having self-belief to keep trying until we achieve.

In addition, children are expected to follow the addendum relating to coronavirus (see back)

Our System

We have a range of options and rewards to reinforce and praise good behaviour. We aim to develop a positive, supportive classroom atmosphere. It is very important that the positive aspects of PRAISE AND REWARD have great **emphasis**. It is agreed that children and adults respond more to praise, thanks, smiles and any other positive input than to negative responses.

Star Awards and Behaviour Systems — Full policy found www.brockwell-jun.derbyshire.sch.uk

Safe, Smile, Succeed!

Celebration Assembly—Each week, children celebrate those receiving individual and class awards and messages are sent home to let parents know. Most are opportunities to demonstrate our values including :
Being **RESPECTFUL, HONEST, KIND, RESPONSIBLE** and **DETERMINED!**

Star Reader
Grow-ups select this STAR for a range of reasons including: star effort, regular home reading, increased confidence to read aloud, showing a passion for reading or maybe even enjoying talking about books Children receive a 'Star Reader' pencil.

Star of the Week
Grow-ups will select these STARS for a range of reasons including: star effort in learning, a particular achievement or displaying one or more of our values during the week. Children receive a certificate.

Always Star
The class vote to select a STAR who ALWAYS displays our school values. With some grown-up discretion applied when appropriate, one particular value may be highlighted such as someone who is unfailingly kind or who is always determined. Stickers are issued with a little treat.

CLASS DOJO
Class Rewards—Throughout the week all grown-ups issue Star Points called DoJo points to individuals. These are added together to give a class total. Once the class reaches a target set by the teacher, children vote for a class treat. Films are popular but we've also had teddy picnics, dress up day, come in pyjamas, silent disco and make a pancake!

Doodle Stars! - Each week, the year group with the highest % on target (in green zone) receives some extra play. Go for it!

Our system centres around praise and routinely letting children know what they are getting right. If mistakes that breach our values are made, grown-ups will investigate to establish the cause giving children an opportunity to put it right. Always being fair and proportional, a range of consequences from a quiet word to time out or discussion with a senior teacher may apply. If such breaches reoccur or we are concerned, we will contact parents so we can work together to support as required.

It is particularly important to be aware of the differences between children and to reward effort. To promote our School's Values and high expectations of conduct and work, the following strategies are to be adopted:

Rewards

We use 'Class Do Jo', an online communication app that creates a positive culture. Teachers can encourage students for any skill or value — whether it's linked directly to our school values or a class specific target. We reward positive behaviour on an individual, teamwork and whole class/school basis. It is designed to be easily applied so it is consistently recognising all children. Points are calculated each week to reward 'top scorers' and when the class reaches a target score a class treat is planned.

Children may also be rewarded for individual, personal achievement with stickers, stamps, praise, opportunities to show and celebrate success, postcards home and certificates.

Whole school rewards are given when all have contributed to a special achievement – reaching class targets, completing a performance being examples.

Praise

Whenever possible, good behaviour is to be praised rather than undesirable behaviour highlighted (in the class, another member of staff, the Head or Deputy)

A 'note from my teacher' may be sent home – or a 'note from my Headteacher'.

Being added to 'Always Club' for always being a good role model to others.

Showing work

Special effort may be rewarded by encouraging children to show examples of their work. During this time, children will be expected to stop work, listen and appreciate the work of others.

Work may be shown to:

- Own class
- Other classes
- Headteacher
- Visitors
- Celebration Assembly

Brockwell Personalised Postcards sent home in the post

These may be awarded to children by all members of staff. These may be awarded for excellent work, consistent effort, consistent good behaviour, sporting / musical achievements or displaying a consistent caring attitude towards others. Postcards are retained in the school office. These are especially effective for pupils who find praise in public difficult.

Star of the Week – a trophy / certificate is taken home to a child making a positive contribution in each class

Always Star Children vote for a member of the class who always upholds our school values.

Reading Star – see poster above

Occasional additional playtime or treat / non-uniform day for the whole school or class. This may be to recognise meeting school attendance target (96+%) or a period of exceptionally good attitudes in school.

Text messages or slips to inform parents of any special mentions

Teachers may discuss additional positive rewards with the Headteacher such as 'Chance Cards' used in one-year group.

Sanctions

Children feel more secure if they know where the boundaries of acceptable behaviour lie and what sanctions will be used if they overstep the mark. We must remember that mistakes are normal where children are learning and testing the boundaries of acceptable behaviour and our success is not tested on the absence of problems but by the way we deal with them.

We must also be mindful of our Safeguarding Duty and be aware of the needs of vulnerable individuals. Please consult the Safer Working Practice materials and discuss any concerns with the Designated Person, especially if contact with parents is necessary due to negative behaviour. Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the Headteacher should consider whether a multi-agency assessment is necessary.

Clear sanctions for when poor behaviour is identified must be proportionate and fair responses. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

We have a range of disciplinary measures that can include:

A verbal reprimand.

Warnings with possible consequences may be given if children behave unacceptably but staff are careful not to threaten any action which they may find difficult to carry out. Consideration must be given to how this is delivered. For example, if it is possible to warn a child without other children hearing this is preferable.

Extra work or repeating unsatisfactory work until it meets the required standard.

If a child fails to complete a realistic amount of work due to poor behaviour or time wasting, we will expect this to be done during playtimes / lunchtimes. This must be done under the supervision of the teacher. Children will not generally be "kept in" for the whole playtime or lunchtime and staff must ensure time is given for the toilet and to eat and drink. Work may also be sent home for completion. This would be accompanied by an explanatory note or phone call from the teacher. Teachers must be clear about children with learning difficulties that slow them down and make reasonable allowances for children with SEN.

Disruptive behaviour in the classroom resulting in moving work position including our support room

Children who disrupt those around them by either talking or through unacceptable behaviour despite any warnings, may be seated away from peers in class, by the classroom or in another supervised space – nurture group or a senior leader's space. If disruptive pupils are placed in an area away from other pupils, for constructive work, for a limited period, staff must act reasonably in all the circumstances. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances – for example as a matter of safety.

If a disruptive pupil is working in an isolation room as a disciplinary penalty staff must act reasonably in all the circumstances when using such rooms. The health and safety of pupils and any requirements in relation to safeguarding and pupil welfare are paramount. The time will be determined by the individual circumstances. The staff member in charge will determine what pupils may and may not do during the time they are there. Staff should ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. Staff should also allow pupils time to eat or use the toilet.

Removal of privileges – for example a prized responsibility or right to sit on benches in assembly.

This may result if a child, despite receiving warning, fails to exhibit acceptable behaviour.

Withdrawal from participation in specific curriculum areas should only be carried out as a last resort and if safety is a concern, especially Physical Education. However, children who misbehave during practical activities creating potentially dangerous situations would be withdrawn from the lesson for safety reasons.

Unacceptable behaviour in the playground

Children who are disruptive on the playground may spend playtimes away from peers.

- With teacher on duty
- In our nurture room
- In or outside Head's office
- Sent home during lunchtimes (as a last resort and see exclusion policy).

Restorative Time together

Time spent working with someone to build relationships and understanding under supervision. For example, children falling out at football may be asked to run a club together for younger children under the supervision of an adult.

Headteacher or Deputy

Children will be sent to the Headteacher or Deputy when other members of staff feel that sanctions mentioned previously have had no positive effect on a child's behaviour.

Serious Misbehaviour

Although rare, some behaviours are completely unacceptable, including:

- Bullying
- Racist remarks or actions
- Threatening or violent behaviour towards all pupils and adults
- Intentional damaging of property
- Child on child abuse.

Such behaviour is considered too serious to be dealt with via our Dojo and Stars system and the child will be seen by a member of senior leadership. Such behaviours may result in a seclusion (in school exclusion) or fixed term / permanent exclusion. Parents will also be informed and any relevant paperwork or reporting will be completed. Please refer to our school Anti-bullying policy and the government exclusion guidance found at:

<https://www.gov.uk/government/publications/school-exclusion>

Child on Child Abuse

The school recognises that children may abuse their peers physically, sexually, and emotionally. There is a zero tolerance approach to child-on-child abuse and we will take child-on-child abuse as seriously as abuse perpetrated by an adult and address it through the same processes as any safeguarding issue. We will respond to all reports and concerns, including those that have happened outside of the school and / or online. Keeping Children Safe in Education defines child-on-child abuse as most likely to include but not limited to:

- Bullying (including cyberbullying, prejudice based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens and /or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and /or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos
- Initiating/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

There is a whole school approach to preventing child-on-child abuse, including child-on-child sexual violence and sexual harassment. The school provides a safe environment, promotes a culture of positive standards of behaviour, takes steps to address inappropriate behaviour, has effective systems in place where children can confidently raise concerns knowing they will be taken seriously and provides safeguarding through the curriculum via relationships education, online safety, and other curriculum opportunities.

Although the children in our school are young, we still work with the understanding that 'it could happen here' and have processes in place for if this happens. All staff have training on how to deal with child-on-child abuse and will never make the victim (child who has

disclosed the abuse) feel like they are in the wrong for telling us. We will ensure that they feel supported and provide any extra interventions that they may need. We will also ensure that the alleged perpetrator (child who has been reported for carrying out the abuse) is also supported as there may be reasons that they have behaved in this way or it may be discovered that the abuse is not true.

While we are investigating child-on-child abuse, we may decide that the children involved need separating while investigations take place but this will be carried out in a way that both children will still feel supported. We will include parents/carers of both children throughout this process and risk assessments will be used if needed. If we feel that it is required, we may include support from the police or Social Services. At all times, confidentiality will be maintained and only trained staff (Designated Safeguard Leads) will carry out the investigations.

Suspension or Exclusion

The ultimate sanction on disciplinary grounds is to suspend or exclude a child either for a fixed period (suspension), indefinitely or permanently. This step would be taken in cases of serious or persistent misconduct, disobedience shown to senior staff or where the welfare or safety of other members of school was threatened. Reasons for exclusions includes those listed by the Department for Education from 2020 – 2021. This can include wilful and repeated transgression of protective measures in place to protect public health. See Exclusion Policy.

A decision to exclude a pupil permanently would only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Procedure will follow those outlined in our exclusion policy.

Parents will be contacted and asked to collect children from after school clubs or residential if a child's behaviour is unacceptable.

Malicious Accusations Against School Staff

Disciplinary action if accusations are found to be malicious will depend on the nature and severity, the individual concerned and the impact on the employee. Moving class, groups and possible exclusion would not be ruled out.

Informing parents

The best outcome for a child is usually reached when parents and school work closely together and the child can sense this partnership is strong. We believe that parents should be informed if their child continually exhibits unacceptable behaviour. The decision to inform parents will be made by the teaching staff or Headteacher. Parents will be contacted by the school as soon as we feel the situation requires such action and their support requested. Regular updates in person or by phone may be organised between parents and school staff to support the child.

Outside help

If it is felt that specific children require help / support from outside agencies, this will be arranged by the Headteacher, Senior Staff or Special Needs Co-ordinator.

Prohibited items in school

School accepts no responsibility for valuable items brought into school by children. Some items have no place in school and are considered prohibited.

Examples include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
 - other items banned by Brockwell Junior School include mobile phones, smart watches devices with internet capability deemed 'smart' (note some activity trackers have smart technology which results in them being considered a smart watch / device), hair dye or similar.

This policy outlines what are considered prohibited items. If a pupil or parent refuses to comply, the parent will be asked to take the child home until they can do so. This would be an exclusion (see grounds for exclusion in the policy). Such non-compliance would not be considered grounds for a complaint and would not be treated as such by school leaders.

School staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

If a child arrives at school and hands a prohibited item to the office before the start of the day, it will be locked in the office until it can be collected by the child or parent (Headteacher / Deputy Headteacher to determine). If a child has a prohibited item and does not hand it in prior to the school day starting, it will be confiscated, locked in the office and collected by the parent. This will be considered an act of disobedience / deliberate act of bringing a prohibited item to school to use during the school day.

Weapons and knives and extreme or child pornography must always be handed over to the police.

9. Children may be harmful to one another in several ways which would be classified as child on child abuse. This is most likely to include, but may not be limited to: • Bullying (including cyberbullying); • Physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm; • Sexual violence, such as rape, assault by penetration and sexual assault; • Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be stand-alone or part of a broader pattern of abuse; • Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. • Sexting (also known as youth produced sexual imagery); and • Initiation/hazing type violence and rituals (school has a specific policy for Child on Child Abuse).

10. Healthy snacks brought specifically for playtimes are allowed. If children bring packed lunches and collect a playtime snack from this, they are asked to take the healthiest item at playtime.

11. The whistle will be blown at 10.45 a.m. / 1pm. Classes then make their way into class in an orderly fashion and are required to WALK.

No Go Areas

Children must always be in view:

They may not play;

- behind the school (near boiler house)
- beyond the slope on the field but they can go around it when accessing the track.
- in flower beds (unless working in the garden)
- in the car park/drive
- behind the Y3 building by the perimeter
- on the steps that lead to the Infant School

Wet lunchtimes

The procedure for wet lunchtimes is as outlined under playtime supervision. During wet lunchtimes, children will be supervised by mid-day supervisors. Mini Leaders may go to classes in lower school to help, wearing their high visibility uniform.

Pupils' conduct outside the school gates

Teachers dismiss children from the classrooms at 3.25pm. Children are expected to remain onsite and go to the school office or classroom if a parent or the expected responsible adult has not come to school. Parents may liaise with teachers to agree collection at the main door or classroom if required.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or

- wearing school uniform or
- in some other way identifiable as a pupil at the school.

for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Staff must refer these matters to the Headteacher.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Assessment and Record-keeping

Assessment of behaviour is on going and built into our teaching. Both acceptable and unacceptable behaviour is discussed with the child. Attitude to work and general behaviour is commented on during consultations and written in the end of year report. Staff may keep informal logs of behaviour. The Headteacher records incidents on the school reporting system triaging them as behaviour matters. As such, she reports to the Governing Body and can monitor behaviour matters in school.

Equal opportunities / Special Educational Needs

Teachers must ensure that all children regardless of race, gender or ability conform to our agreed acceptable code of behaviour. Care is taken to apply rewards and sanctions consistently and fairly. It is important however, to be aware of the difference between children and to reward effort.

All staff will be made aware of children with potential behavioural needs or of those being monitored by a behaviour programme. They will also be informed of strategies for supporting children with additional needs.

It may be appropriate to have behavioural plans and assessments in place to support individuals. If required, this would take place with the support of other services.

Health and Safety

Inappropriate behaviour can be dangerous. Such dangers will be highlighted and the inappropriate behaviour dealt with firmly in accordance with our agreed sanctions.

Parental involvement

It is very important that all parents are aware of the school's Behaviour Policy and every effort will be made to convey the policy to parents. We aim to work in partnership with parents in order to promote the school values and acceptable code of behaviour. Good communication between school and home is very important and can often alleviate problems.

Transition

We acknowledge the importance of progression. Our policy intentionally builds upon that in operation at Brockwell Nursery and Infant Schools and aims to prepare our children for life at secondary school. Our expectations, for example of completed homework, increase as children get older to prepare them for the demands of secondary school.

Staff training.

Staff training in management behaviour is made available to all staff as and when this is felt to be required or when requested. Behaviour Support can deliver Proact Skip Training when a risk assessment for an individual highlights a need.

Reasonable Force –

Physical intervention should only be used as a last resort, the final element of a process aimed at the prevention and management of behavioural difficulties. However, if physical interventions need to be used then the full Physical Intervention Policy and associated guidance should be followed.

Physical interventions using reasonable force having considered all the circumstances of the situation can legitimately be used to prevent pupils from doing or continuing to do any of the following:

- Committing any criminal offence (or for a young person under the age of criminal responsibility what would be an offence for someone older)
- Causing serious damage or injury to property, equipment or persons. (Damage will always be serious if it provides a person with a weapon or potential weapon, involves self-harm or harm to others, exposes conditions which could cause a safety risk, or involves arson or potential arson). Damage to easily replaceable items such as pencils should not be considered serious. Serious would include items that are not easily replaced or that damage may cause further harm for example throwing an object may cause harm to others or break a window.
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The statutory powers confirmed by the specific pieces of legislation are in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence or to prevent another person from being injured or committing a criminal offence.

Dissemination.

This policy is issued on our website with a summary in annual newsletters. Any new members of staff will be given the opportunity to discuss all issues contained in this policy during induction.

A full copy of the policy will be available to parents on request and available to view on our website www.brockwell-jun.derbyshire.sch.uk

Any questions may be forwarded to the Leadership Team in school through the web link above or by phoning 01246 278 542

Behaviour Incident Form

Aggressor Name(s):

Target Name(s):

Date:

Person Completing Form:

Type:

| | |
|--|-------------------------------------|
| Non-Prejudice - Emotional | <input type="checkbox"/> |
| Non-Prejudice - Physical | <input checked="" type="checkbox"/> |
| Non-Prejudice - Sexual | <input type="checkbox"/> |
| Prejudice - Age | <input type="checkbox"/> |
| Prejudice - Disability | <input type="checkbox"/> |
| Prejudice - Gender Re-assignment | <input type="checkbox"/> |
| Prejudice - Marital Status/Civil Partnership | <input type="checkbox"/> |
| Prejudice - Pregnancy | <input type="checkbox"/> |
| Prejudice - Race | <input type="checkbox"/> |
| Prejudice - Religion/Belief/Non Belief | <input type="checkbox"/> |
| Prejudice - Sex or Gender | <input type="checkbox"/> |
| Prejudice - Sexual Orientation | <input type="checkbox"/> |

Against an Adult (Y or N): N

Form of Bullying:

| | |
|--|--------------------------|
| Actual Physical Assault | <input type="checkbox"/> |
| Comment general | <input type="checkbox"/> |
| Cyber - text, email, social networking | <input type="checkbox"/> |
| Damaging, Hiding or Stealing Property | <input type="checkbox"/> |
| Displaying Badges, Slogans or Propaganda | <input type="checkbox"/> |
| Excluding from Group | <input type="checkbox"/> |
| Extortion | <input type="checkbox"/> |
| Graffiti | <input type="checkbox"/> |
| Indirect (ignoring) | <input type="checkbox"/> |
| Name Calling or Similar | <input type="checkbox"/> |
| Physical Contact | <input type="checkbox"/> |

Session (Time):

| | |
|----------------|-------------------------------------|
| After School | <input type="checkbox"/> |
| Before School | <input type="checkbox"/> |
| Breaktime | <input checked="" type="checkbox"/> |
| During Lessons | <input type="checkbox"/> |
| Lunchtime | <input type="checkbox"/> |

Who Reported:

| | |
|----------------------------------|-------------------------------------|
| Parent/Carer | <input type="checkbox"/> |
| Pupil at the receiving end | <input type="checkbox"/> |
| Witness - Pupil(s) | <input checked="" type="checkbox"/> |
| Witness - Teacher or other adult | <input checked="" type="checkbox"/> |

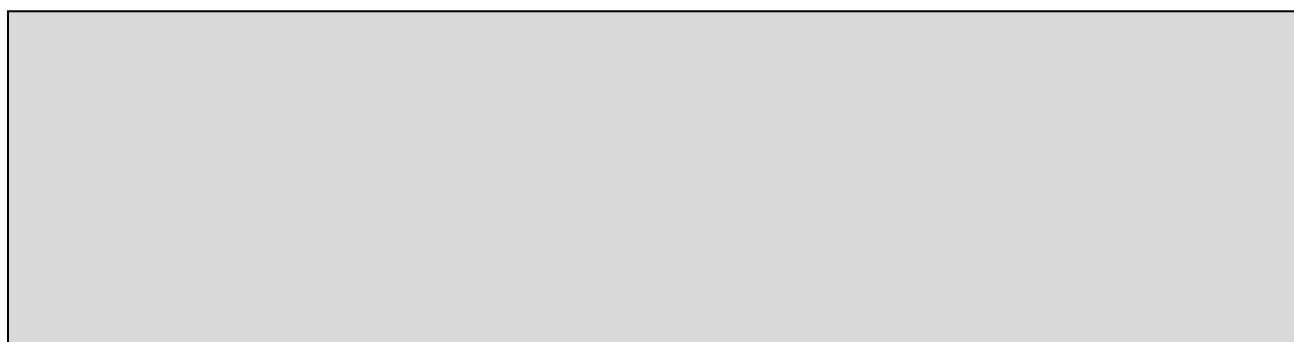
How Reported:

| | |
|----------------|-------------------------------------|
| Correspondence | <input type="checkbox"/> |
| Email | <input type="checkbox"/> |
| In Person | <input checked="" type="checkbox"/> |
| Telephone | <input type="checkbox"/> |

Location:

| | |
|-----------------------|-------------------------------------|
| Classroom | <input type="checkbox"/> |
| Corridor | <input checked="" type="checkbox"/> |
| Dining Room | <input type="checkbox"/> |
| On Bus to/from School | <input type="checkbox"/> |
| Outside School | <input type="checkbox"/> |

| | |
|------------------------------|-------------------------------------|
| PE Changing Rooms | <input type="checkbox"/> |
| Playing Fields | <input checked="" type="checkbox"/> |
| School Grounds or Playground | <input type="checkbox"/> |
| Toilets | <input type="checkbox"/> |
| Walking to/from School | <input type="checkbox"/> |



OFFICE USE

Outcome:

**Action
Taken:**

| | |
|----------------------------------|--|
| Fixed Term Exclusion | |
| Group Work | |
| Individual Work | |
| Internal Sanction | |
| No Further Action Required | |
| Parent/Carer Aggressor Contacted | |
| Parent/Carer Target Contacted | |
| Permanent Exclusion | |
| Restorative Meeting | |

| | |
|----------------------------------|--|
| Resolved - Bullying | |
| Resolved – Not Bullying | |
| Resolved - Prejudice | |
| Resolved - Not Prejudice | |
| Resolved - Aggressor Withdrawn | |
| Resolved - Target Withdrawn | |
| Unresolved – Bullying | |
| Unresolved – Prejudice | |
| Unresolved - Aggressor Withdrawn | |
| Unresolved - Target Withdrawn | |
| LA Involvement | |
| Progressed to Other Agency | |
| Police Involvement | |
| Section 47 (Child Protection) | |

Details:

Please retain a copy in office file / on MC chronology.



Name
Success Chart



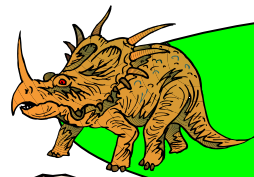
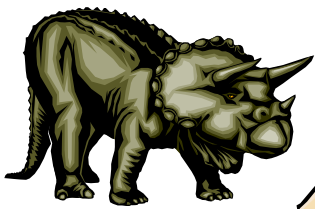
My targets:

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------------|---------------|----------------|------------------|-----------------|---------------|
| Week One | | | | | |
| Week Two | | | | | |
| Week Three | | | | | |
| Week Four | | | | | |
| Week Five | | | | | |
| Week Six | | | | | |
| Week Seven | | | | | |

Colour the football in green if you have achieved your targets!

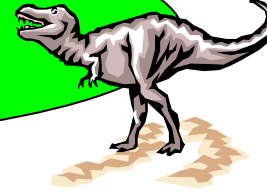
Colour the football in yellow if you've had to be reminded more than twice about your targets.

Colour the football in red if you have not achieved your targets.



Name

Success Chart



My targets:

To follow instructions.
To go to agreed safe space
when time out needed.

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|------------------|-------------|-------------|-------------|-------------|----------------------|
| English | | | | | |
| Assembly | | | | | |
| Maths | | | | | |
| Lunchtime | SETT | SETT | SETT | SETT | SETT IPAD |
| Lesson 3 | | | | | |
| Lesson 4 | | | | | |

Colour the dinosaur egg in green if
you have achieved your targets!

Colour the dinosaur egg in red if
you have not achieved your
targets.

HOME REWARD IF:

15 Achieved=
20 Achieved =
25 Achieved=

Week beginning 29th February 2016

WEEK



My targets:

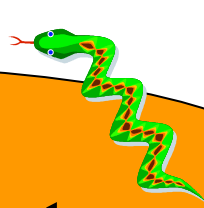
| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-----------------------|---------------|----------------|------------------|-----------------|---------------|
| Numeracy | | | | | |
| Morning play | | | | | |
| Literacy | | | | | |
| Lunchtime | | | | | |
| Topic/PE/Art | | | | | |
| Afternoon Play | | | | | |
| | | | | | |

Colour the basketball in green if you have achieved your targets!

Colour the basketball in yellow if you've had to be reminded more than twice about your targets.

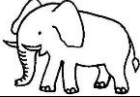
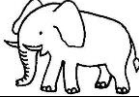
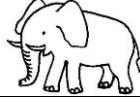
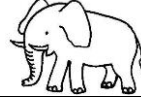
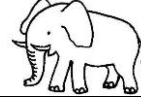



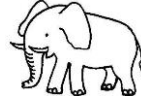
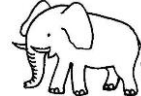

























Colour the basketball in red if you have not achieved your targets.

WEEK



Name
Success Chart

My targets:

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|------------------|---|--|---|---|---|
| Assembly |  |  |  |  |  |
| Numeracy |  |  |  |  |  |
| Literacy |  |  |  |  |  |
| Lesson 3 |  |  |  |  |  |
| Lunchtime |  |  |  |  |  |
| Lesson 4 |  |  |  |  |  |
| Lesson 5 |  |  |  |  |  |

Colour the elephant in green if you have achieved your targets!

Colour the elephant in yellow if you've had to be reminded more than twice about your targets.

Colour the elephant in red if you have not achieved your targets.



Attitude & Behaviour Matters

Values we show to... be Safe, Smile, Succeed

Being *respectful* is about politeness, helpfulness, empathy and understanding of other people and their belongings.

Being *honest* is about integrity and developing trust.

Being *kind* is about care, tolerance and compassion for others.

Being *responsible* is about being accountable for our own choices and thinking before we say or do something to consider how it may affect someone or something else. Children's actions don't endanger or harm themselves or others in any way.

Being *determined* is about effort, developing resilience, developing a growth mindset and having self-belief to keep trying until we achieve.

Brockwell Junior School - Addendum to Behaviour Policy for Infection Control as required



In order to minimise the risk of transmission of a virus and keep all children, staff and the wider school community as safe as possible, we expect everyone to follow the additional rules set out below without exception. By showing some of our core values brilliantly during this time, we will all help keep each other safe. The key message is to:

- **Be responsible & protect yourself and others.**

Brockwell Junior School Additional Infection Control Behaviour & Attitude Expectations:

- **Wash your hands frequently with soap and water for at least 20 seconds or use sanitiser - for example, on entry to school, before and after eating food and after using the toilet.**
- **Model good practices such as sneezing or coughing into a tissue or your sleeve/elbow and dispose of tissues into a bin immediately ('catch it, bin it, kill it').**
- **Spitting is not permitted anywhere on site.**
- **Do not share cups, eating utensils, food or drinks with others.**
- **Do not share any equipment with others (including stationery and calculators).**
- **Clean down equipment that you have used if you are asked to – for example, computer keyboards, paintbrushes.**
- **Avoid physical contact with others – no shaking hands, pushing, holding or grabbing.**
- **Follow the rules on movement around the school site at all times - including entry to and exit from the building and classrooms, at breaks, lunch and when moving within the corridor.**
- **Go directly to class on arrival between 8.40am and 9am.**
- **Stay in your classroom for registration and lessons unless instructed to move to another place by a member of staff.**
- **At break times, stay in your designated area.**
- **Keep all packed lunch waste in your container to take home (this supports recycling and informs parents regarding consumption).**
- **Always walk on the left side of the corridor.**
- **Do not stigmatise or tease anyone about being ill; remember that the virus doesn't follow geographical boundaries, ethnicities, age or gender.**
- **Do not under any circumstances come to school if you are showing symptoms of Covid- 19 (temperature, persistent cough, loss of smell or taste etc). Tell your parent(s) or carer(s) and they will organise a test.**
- **If you feel ill in school tell a member of staff immediately and we will look after you.**
- **Behave sensibly when travelling to and from school and adhere to public health guidelines on public transport.**
- **Where possible, maintain social distancing.**
- **If you have any questions or worries do ask a trusted grown up.**
- **Follow the instructions of all staff at all times - they are here to keep everyone safe.**

Respect Honesty Kindness Responsibility Determination

Be Respectful

Be Honest

Be Kind

Be Responsible

Be Determined