

BEHAVIOUR POLICY



The policy should be read in tandem with the School's Bullying, Safeguarding, Acceptable Use of Technology for Pupils, Equal Opportunities for Pupils and Exclusion Policies.

This policy applies to all pupils at Birchfield School, including all pupils in the Early Years Foundation Stage.

Birchfield School is eager to promote and reward positive behaviour and sets out a clear structure for any inappropriate behaviour which takes place during the school day, at clubs and activities after school or at Breakfast Club or holiday clubs. Birchfield School prides itself upon high standards of behaviour and aims to further promote self-discipline, trust and mutual respect for everyone.

In developing this policy, reference has been made to the DfE non-statutory advice 'Behaviour and Discipline in schools (September 2020)'. Reference has also been made to the 'Equality Act (2010)'; including issues related to pupils with special educational needs or disabilities. Individual cases are carefully considered, and reasonable adjustments are made for these pupils.

We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We focus on developing qualities of teamwork and leadership throughout, as well as through our extensive programme of extra-curricular activities. We expect pupils to treat staff and each other with consideration, respect and good manners and to respond positively to the opportunities and demands of school life.

Expectations during Remote Learning

The Behaviour Policy also applies to pupils' participation in any live video streamed classrooms with their teachers and a code of conduct for the 'Virtual Classroom' is laid out in Appendix I at the end of this policy with particular guidance set out also for parents. In both pupils' behaviour for live streamed video sessions and in their safe online use, the Behaviour and Acceptable Use of Technology for Pupils Policies still apply, as they would if pupils were on the school site. Please refer to the school website where the policies are outlined.

The policy should provide a consistency of approach appropriate to the age of the pupil in order to encourage a positive attitude.

Aims

- promote good behaviour, self-discipline and respect;
- offer pupils role models on which to base their own behaviour and that of others;
- incorporate good practice for pupil behaviour into our teaching and learning;
- create an environment which helps to prevent instances of bullying;
- enable pupils to complete assigned work in a relaxed, but purposeful atmosphere;

- regulate the conduct of pupils to allow them all opportunities to learn and interact.

Expectations For Social Distancing

The Behaviour Policy also applies to pupils who are returning to school during the coronavirus pandemic as children of key workers or as part of the Government's phased or eventual full return to school for pupils. During any ongoing period of social distancing arising from the pandemic, COVID-19, pupils are expected to follow and reminded to implement a range of behaviour measures to respect the safe distances of others and protect their own hygiene and safety. Appendix 2 sets out the measures which are displayed around the school and discussed with pupils.

Introduction

At Birchfield School discipline is maintained by establishing clear and explicit positive ground rules so that pupils have an exact understanding of what is acceptable behaviour. Birchfield School is a small school with a friendly atmosphere – all the children know each other; the staff know all the children and all the staff contribute to the general maintenance of discipline. We aim to provide a positive attitude towards good behaviour rather than a negative attitude to poor behaviour.

School Values – The Birchfield Way

A set of School Values, called 'The Birchfield Way', has been created in collaboration with pupils, teaching staff, governors and the wider school community which forms the basis of expectations for standards of good behaviour. A copy is attached at the end of the policy and encompasses values in diligence, respect, kindness, aspiration, resilience and pride.

Birchfield School believes that children flourish best when their personal, social and emotional needs are met in an environment where there are clear, and developmentally age appropriate expectations for their behaviour. Our ultimate aim is to work in partnership with parents to lay foundations upon which children can develop into happy, self-confident and well-adjusted individuals.

Children need to learn to consider the views and feelings, needs and rights of others and the impact their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example where adults demonstrate positive behaviour. The principles that underpin how we achieve positive and considerable behaviour exist within our commitment for promoting personal, social and emotional development.

All children must be treated as individuals and staff are expected to adopt a consistent approach towards managing inappropriate behaviour. This ensures that the children have the security of knowing what constitutes acceptable behaviour and what does not. Therefore, our aim is to provide an environment that will always be conducive and relaxed, where children feel safe and welcome. Sufficient stimulating and challenging activities should be available to meet the children's individual needs. We support the positive development of children's behaviour and all staff are encouraged to use positive language and behaviours.

Pupils are regularly reminded of the expectations of them through School assemblies and House meetings, circle time, Academic Tutor meetings and Form Periods, cross-curricular

links and PSHE lessons and understand the rewards for good behaviour and sanctions for falling short of the school's expectations.

Behaviour Management in the Early Years Foundation Stage (Reception Class)

The Pre-Prep Coordinator oversees the behaviour of the pupils in Reception in the first instance and applies the policy's guidelines in an appropriate way, mindful of their age and any Special Educational Need or disability. She liaises with the Assistant Head for any follow up on behaviour matters or incidents.

Within the Early Years Department, our aim to promote positive behaviour is very important and we see children's personal, social and emotional development as a core element of our curriculum. The positive behaviour goals we expect are clearly defined and specific according to the age and development of each child. We recognise that children thrive on recognition, praise and rewards and use these to promote desired behaviours.

Children learn about themselves as they interact with our staff who always act as positive role models. We guide the children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and begin to look at the wider community.

We have high expectations relating to behaviour with developmentally appropriate strategies.

These include praising and rewarding positive behaviour; adults modelling positive behaviour; using stories, songs and resources to encourage and support positive behaviour; teaching routines for activities such as tidying up, meal times, story time or dressing for PE or going outside; prompting children to follow our expectations and gradually reducing the prompts.

Hurtful Behaviour and Bullying

We take hurtful behaviour very seriously. We recognise that most children of five and under will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time. This behaviour is not labelled as bullying because for young children hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt. However, we will act upon any concerns that may be raised. If a child hurts another child, staff will model compassionate behaviours, and encourage the other child to help and learn positive behaviour.

In a positive environment, children are generally eager to please, and often they will feel remorseful and will want to apologise if they feel that their behaviour has hurt or disappointed someone. All discipline is geared towards having a positive effect upon a child's development and we are keen to model and promote a culture of positive behaviour to guide young children. For this reason, Birchfield School Early Years Department does not have such measures as a naughty corner or use the word 'naughty' and we are mindful that it is the child's behaviour that we are addressing not the child him or herself.

Rewards – Promoting Positive Behaviour

Rewards are given by the form teachers and non-teaching staff for all aspects of effort, work, behaviour and manners, thoughtfulness etc. in the form of House points, stamps, stickers and verbal praise, relevant to the age of the child. Pupil Ambassador Awards are

also presented half-termly in Awards Assemblies for pupils displaying the values of the school such as good manners and excellent behaviour and copied into weekly newsletters. Various rewards systems also are in place, within include merit charts and separate awards within individual year groups. This may include Class Dojo points as a method of rewards which is also used in certain year groups and links to the school's values.

Birchfield School is an inclusive community. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world. Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated.

Within the Pre-Prep Department (Reception to Year 2) a certificate for the highest House point earner of the week and a form 'Star of the Week' will be given weekly. The certificate for 'Star of the Week' will be awarded by the form tutor for reasons of excellent behaviour, work or attitude. In addition to these weekly certificates a 'Merit Certificate' may be awarded for a pupil who deserves it for any reason as decided by a member of staff.

When a child's work, behaviour or effort is exceptional, in that it reflects a high level of attainment or effort for a particular child, the class teacher nominates them for a Headmistress' Send Up which represents 10 Dojo Points. This may take many forms such as an act of kindness to another pupil. In this instance, a personal letter is written to the pupil to celebrate their achievement as well as a meeting with the Headmistress to show their work and/or discuss their actions and recorded in the weekly newsletter. Examples of good behaviour may be referenced by the Headmistress in the whole school assemblies. Teachers may also nominate another pupil for demonstrating the school values and these are displayed on a board outside the Assistant Head's office.

We work in partnership with parents to support pupils in this area and provide an environment where pupils, parents and staff feel safe and cared for. Expertise is sought from other agencies (Educational Psychologists, Psychologists, CAMHS/Forward Thinking and other agencies) as and when appropriate to support a pupil's emotional well-being, behaviour and happiness at the school, particularly in the case of vulnerable pupils or those with SEND. A Pastoral Care Plan may be implemented to support a pupil with targets set and strategies offered. Parents who accept a place for their child at Birchfield School undertake to support the authority of the Headmistress and uphold the school's policies and regulations, including this policy, in accordance with the Terms and Conditions. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and prep tasks. Details are set out in the New Parents' Handbook.

Examples of Rewards (not in order of value or importance)

Pre-Prep School (Reception to Year 2)

- A positive word of praise
- A 'smiley face' or comment, depending on the age or reading ability of the pupil, by a specific part or at the end of the piece of work.
- A star given for good effort or achievement academically or for positive behaviour.
- Praise in front of a group, their class or another class.

- An informal or formal comment made to parents about the pupil's achievement, either verbally or in the reading diary, if appropriate, accompanied by a copy of the piece of work.
- Taking the work to show the Pre-Prep Coordinator, who could award the pupil with a special reward, for example a pencil.
- Presentation of an award certificate in the Pre-Prep award assembly by the Pre-Prep Coordinator.
- A termly award for the best table at lunchtime is awarded.
- The pupil may be chosen for a 'Golden Book Award' presented during the Pre-Prep award assembly.
- Pupils may be sent to the Headmistress for a 'Send-up' if the work or behaviour is deemed exceptional.
- Use of the school report to comment favourably on positive attitude, effort and ability not only academically but on behaviour and involvement in school life.

The Use of Stars in Pre-Prep

The stars system runs alongside the use of Dojo points and pupils are awarded a star badge to wear on their blazer when they collect 100. Stars are the method by which pupils are most often rewarded for examples of good work and behaviour, thereby encouraging them to try their best in all areas of school life. All members of staff are able to award stars to pupils. Certificates will be awarded in the award assembly for pupils collecting 10, 20 30 etc. stars during each term.

Examples of Rewards in Prep School (Years 3 to 8)

- Praise
- Giving reward stickers
- Awarding House points
- Pupil Ambassador Awards
- Significant House Point earners' names are read out in weekly assemblies
- Top House Point earner of the week certificate
- Presenting certificates appropriate to each child
- Compiling a class reward chart
- Award in weekly Awards Assembly
- Headmistress' Send Up'
- Informal praise by a Head of House, Assistant Head or Headmistress

Pupils in Years 6 to 8 have personal Academic Tutors who also oversee their personal welfare and well-being. Meetings take place weekly and tutors are involved in parental meetings and report writing to celebrate good behaviour and address any drop in standards.

The Use of House Points in the Prep School

In Year 3 upwards, House points are the method by which pupils are most often rewarded for examples of good work and behaviour, thereby encouraging them to do their best in all areas of school life. In particular, House points should be awarded for improvement in an individual, for pieces of work of a very good standard, for social responsibility and for good

behaviour beyond that which is above the generally acceptable norm. It is the responsibility of the pupil to make sure that he/she collects any House point as soon as possible and in all cases they must be written in the pupil's Prep Diary in the week it is awarded.

Staff will have their own criteria for awarding House points within their subjects, but the following guidelines should be adhered to:

House points should generally be awarded singularly. Examples could be: an improved test mark or a good piece of work and, for effort, going out of their way to help another pupil, assisting the teacher without being asked or good performance in an extra-curricular activity.

Two House points may be awarded for especially good pieces of work which are felt to be much better than the pupil usually produces or where it is obvious that a pupil has gone out of his/her way and put a lot more effort into his/her work or if a pupil carries out a task which is well beyond expectations.

Three House points may only be awarded if it is accompanied by a Headmistress 'Send up', given for a single piece of work if it is thought to be exceptional. A time will be organised for the pupil to share their work with the Headmistress in person.

Griffin Awards

The Bronze, Silver and Gold Griffin Awards are presented to pupils in House Meetings and assemblies for the collection of 25, 50 and 75 House Points, with a Griffin Pin Badge awarded in weekly assemblies for each 100 House Points collected. The top House point earner in each form at the end of a term is presented with a special certificate in the final assembly. House points collected individually are also pooled into the House total for the week and term. Weekly top House point earners in both Junior and Senior sections of the School are presented with certificates in Awards Assemblies.

Silver and Gold Griffins are always presented in front of the whole school, but Bronze Awards are presented in House Meetings by the House tutors.

Pupil Ambassador Award

The Pupil Ambassador Award is awarded to any member of the Birchfield community who has displayed exemplary manners and conduct around the school at each half-term point. An award is allocated for each of the six values contained within the school's system of values, The Birchfield Way. A letter will be sent home to parents by the Headmistress to inform them of their child's achievement, including a brief description of why it has been awarded.

Wonderwall

Photographs of pupils who have shown examples of good behaviour, acts of kindness or an example of one of the school's values are displayed on the Wonderwall in the entrance to the Hall. The photographs rotate regularly and achievements are shared on social media to celebrate examples of the best Birchfield behaviour.

The Use of Sanctions at Birchfield School

The Behaviour Policy of the school excludes the use or threat of corporal punishment to a child at any time, whether at the school or other place at which education is provided for the child. This prohibition applies to all members of staff, including those acting in *loco parentis*, such as volunteer supervisors.

The school operates a system as described below :

Stage One : A Verbal Reminder

In the first instance and for basic disciplinary procedures, the incident is dealt with by the form teacher. A verbal reprimand is given and may include an apology to another pupil or staff member. The inappropriate behaviour is always discussed with the pupil.

Stage Two : A Written Reminder

If the verbal reminder has not been heeded and the inappropriate behaviour continues directly afterwards, a letter 'R' will be written in a pupil's House Card with an explanation of the behaviour which led to it and the member of staff's initials next to it. The member of staff who has issued the reminder should speak to the pupil's parents to explain the incident later in the day.

Stage Three : Further Sanctions or A Demerit

In the case of a single more serious incident of inappropriate behaviour or two written reminders issued in one week, pupils in Years 3 to 8 may be issued with a demerit. Members of staff should look for existing reminders in House Cards and report a second written warning in a week to the Assistant Head who will follow up with the pupil and may issue a demerit slip or, after full and careful consideration of the nature of the reminders, decide that a lunchtime or after school detention, behaviour monitoring card or pastoral support plan may be appropriate. Members of staff should refer any serious incidents to the Assistant Head as soon as possible with notes followed up so that she may investigate further and decide on the appropriate sanction. Parents are always spoken to by the Assistant Head in the event of a demerit being issued so that the situation is explained clearly and staff must always refer to the Assistant Head before awarding a demerit.

In the instance of a demerit, the pupil should normally be told that their behaviour is unacceptable and given an opportunity to discuss the right path of behaviour. The demerit slip created by the Assistant Head will be sent home to be signed by the child's parent/s, then returned to school. The signed demerit slip will then be given to the Assistant Head who will keep a record of it. Demerits should not be given for work-related misdemeanours.

In cases of repeated demerits, an Individual Behaviour Plan may be drawn up as a support measure for an individual pupil with clear strategies discussed with parents and pupil. Targets are reviewed termly with both parties to monitor and improve the pupil's strategies for dealing with inappropriate behaviours. Meetings between the parents and the Assistant Head and/or Headmistress may occur in cases of repeated inappropriate behaviour, the collection of multiple demerits and a Conduct Letter may be issued by the Headmistress.

Repeated poor discipline and more serious matters, including the implementation of disciplinary action against pupils who are found to have made malicious accusations against staff, are dealt with in the first instance by the Assistant Head or Headmistress and parents

are informed. Instances of serious incidents are recorded in a separate log as well as those where temporary or permanent exclusions have been necessary as a result of continuous or one-off breaches of discipline. In exceptional circumstances, permanent exclusion, or discontinuation of the education at Birchfield School may result. Please refer to the Exclusion Policy for further detail.

A log of incidents and cases of serious misbehaviour are logged in writing by the Assistant Head with any trends and patterns regularly analysed and discussed with the Headmistress if further action is required.

Sanctions within Early Years Foundation Stage

Staff working within the Early Years Foundation Stage emphasise that it is inappropriate behaviour that is disapproved of and not the child. Consequences are used as appropriate, are immediate and relatively short. Children will always be encouraged to make amends if their behaviour has upset or hurt another person. Often a stern/disapproving look and a reminder is all that is necessary, however if the behaviour is disrupting the class or threatening other children's safety, then removal from the group or activity will be actioned. Consequences are only appropriate as a last resort and the children are given a clear understanding of the consequence that may happen if they continue with the behaviour.

'Time Out for Thinking'

At Birchfield School Early Years Department, we create space in difficult situations by asking any child engaged in challenging behaviour to sit in 'Time Out for Thinking'. This lasts for no longer than up to one minute for each year of their life (for example, a child of four years of age would have no longer than 4 minutes of 'thinking time'). The idea of the 'Time Out for Thinking' is for the child to reflect on their actions and how they would like to do something different in an age appropriate and developmentally pertinent way. During thinking time, a staff member will calmly talk to the child, providing a secure space for them to talk about their actions and behaviours. At all times, positive language will be used to help the children understand their negative behaviours and encourage positive ones.

Where the Form Teacher speaking to the child is not deemed sufficient, a range of measures may be implemented for example :

- Loss of minutes of 'Golden Time', child initiated play on a Friday afternoon.
- Thinking time away from the group to reflect on their behaviour.
- Speaking to the Pre-Prep Coordinator or Assistant Head.

For persistent behaviour issues, a rewards chart may be deemed appropriate to implement where parents and school work together in the child's best interests.

Physical Intervention

A member of staff will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purpose of averting immediate danger of personal injury to the property of, a person (including the child) or to manage a child's behaviour if absolutely necessary. There are some situations where it is better to remove the rest of the pupils from the class if a child is a danger to them. The child causing the problem can then be dealt with appropriately. Staff should

always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct. The Assistant Head will keep a written record of any occasion where physical intervention is used, and parents/carers will be informed on the same day or as soon as is reasonably practicable.

Pupils with Special Educational Needs

Consideration is taken of those vulnerable pupils with special educational needs and/or disabilities in apportioning sanctions in line with the Equality Act (2010) and reasonable adjustments made as appropriate through discussion with the relevant members of staff and the parents as necessary. Where required, a range of support systems are offered and monitored, and liaison may take the form of meetings with agencies as well as parents. A Pastoral Care Plan may be drawn up by the Assistant Head/SENDCo to set targets and outline strategies to support the pupil in school.

Complaints Procedure

Any parents with concerns or questions relating to the Behaviour Policy should contact the School and may wish to refer to the policy on the School's website for further information or request a hard copy from the School office.

Virtual Classroom Code of Conduct



BirchfieldSchool

During all live streamed video lessons, pupils should follow the rules and expectations set out in the School's Behaviour Policy as normal. A copy of the policy is available on the website. This should be read alongside the Home School User Agreement in the Acceptable Use of Technology for Pupils Policy which you have discussed at home and in your Computing lessons.

Here are some important points to remember when you are taking part in live streamed video lessons with your teacher :

- ❖ Make sure that you are dressed properly for the day (for example, not in pyjamas).
- ❖ Make sure that you have a plain or virtual background behind you. Your teacher can tell advise you on how to add a virtual background on Zoom.
- ❖ Have all of your books and equipment to hand ready for the lesson, just as you would if you were in school.
- ❖ Make sure that you are logged in and ready for the lesson promptly.
- ❖ Make sure that your microphone is on mute at the start of the lesson so that you can hear the instructions being given to you by your teacher.
- ❖ Report any concerns about the lesson to your class teacher or the Assistant Head.
- ❖ Be aware that any breach of the code of conduct for live streamed video lessons or other aspects of remote learning will be followed up in line with the School's Behaviour and Acceptable Use of Technology Policies.

GUIDANCE FOR PARENTS AND/OR RESPONSIBLE ADULTS ON SUPPORTING THEIR CHILD OR CHILDREN

We thank parents and/or responsible adults for supporting their child or children during live streamed video lessons in the following ways :

- ❖ Ensure that the physical environment of the pupil during the session is safe and appropriate (ideally this should not be in their bedroom)

- ❖ Ensure that the pupil is appropriately dressed

- ❖ Ensure that an adult can either supervise the pupil or be within earshot during a live session so any concerns encountered by the pupil can be reported as soon as possible

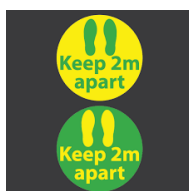
- ❖ Be aware that any comments made in the background could be broadcast to all pupils in the lesson.

HOW TO DO SOCIAL DISTANCING



Use this **checklist** to help you remember what to do and always tell a member of staff if you are worried about anything.

- I came to school at the right time and used the correct gate
- I had my temperature checked before I went to my classroom
- I stayed with my year group and 'social bubble' all the time
- I remembered to wash my hands as soon as I arrived, before lunch and snacks and before and after I went outside.
- I kept 2 metres away from the nearest person
- I used the one-way systems correctly around school
- I used hand sanitiser when I needed to
- I threw any used tissues in the correct bin
- I tried not to touch my mouth, nose, and eyes with my hands
- I used my water bottle only
- I did not bring any personal items into school
- I used the 'catch it, kill it, bin it' approach when I coughed or sneezed
- I was respectful of other people
- I asked a teacher if I needed to use the toilet
- I did not play on the Hush and I asked a teacher about any item I wanted to play with.



ALWAYS TELL AN ADULT IF YOU ARE FEELING UNWELL