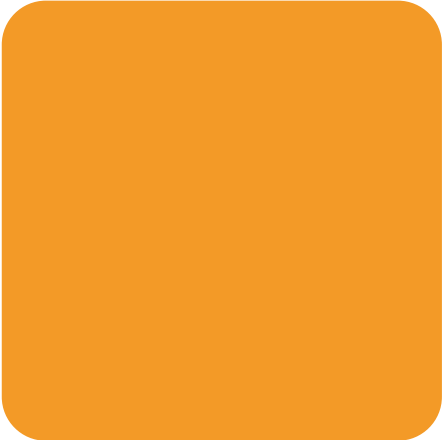
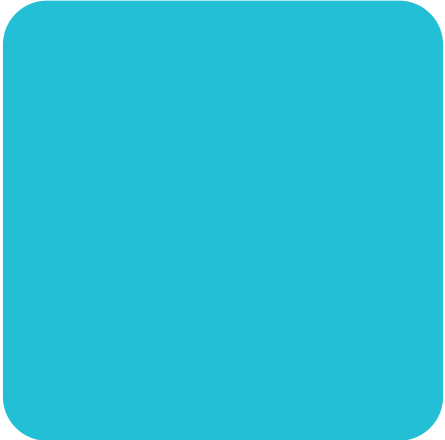


**Promoting
good
relationships**
A behaviour policy for
Brindishe Schools



Brindishe
Green

Brindishe
Lee

Brindishe
Manor



promoting good relationships

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In our schools we believe in setting good examples and in having high expectations.

What do we mean by good behaviour?

By 'behaviour' we mean the things we say and we do. We recognise that children learn by example. We aim to provide children with a positive image of harmonious relations and courtesy between all the adults and children who work in and for Brindishe Schools.

In our schools we believe in setting good examples and in having high expectations. Our high expectations of behaviour apply to all children when they are in school, on educational visits or visiting places on behalf of the school.

All adults working with Brindishe children have a responsibility for behaviour. Children also have a responsibility to behave well and the right to expect others to behave well towards them.

Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

It is our belief that behaviour is learnt and therefore can be changed. We teach children how to behave well and how to be considerate and self-disciplined individuals.

Our expectations of Brindishe children

We expect children to:

- learn well and to the best of their ability
- support the learning of other children by behaving well

- help others to learn
- use time and resources carefully and wisely
- talk to everyone in a polite and courteous way
- listen to everyone carefully and try to see each other's point of view
- show respect for others and their personal space
- be tolerant of and respect each other's culture and background and differences
- be a good role model for others
- accept responsibility for their own behaviour – acknowledge the impact of their action(s) and make an effort to 'put things right'
- try to resolve disagreements and arguments themselves before referring to an adult for help
- be patient with others
- behave in a safe way
- respect their own and each other's property and personal belongings
- respond appropriately to teaching and support staff and parents/volunteers working in school and on school visits
- look after the school building and equipment
- share resources and responsibilities
- arrive in school on time each day

All teaching and support staff are committed to recognising and promoting good behaviour.

How do we promote good behaviour?

Our approach to good behaviour at Brindishe Schools is based upon the understanding that positive actions are more effective than negative ones. Therefore we use the following methods of helping children to learn, recognise and adopt behaviour that is positive and rewarding.

Frequent use of praise

All teaching and support staff are committed to recognising and promoting good behaviour. This involves noticing it, commenting upon it, sharing it with others.

‘Look how well (name of child) is putting the things away.’

‘Well done (name of child) for lining up so quietly and sensibly.’

‘Thank you (name of child) for saying excuse me and for not pushing past.’

‘Well done year 3 – you are all listening so carefully today.’

Staff will refer children who are behaving or learning well to other adults in school for them to reinforce the praise that is being given.

Entry into the Praise Book

Every class has a Praise Book in which staff write down the names of children who have been particularly good learners, well behaved or helpful during the week. Some of the names are announced in our Praise assemblies – and

the individuals receive the praise and applause of the school.

Sometimes staff send messages or a postcard home to a child’s family to let them know how pleased they are or publish good news about a child or group of children for example in our weekly newsletter.

Teaching children about good behaviour and about respecting the rights of others

Through our curriculum children are involved in stories, assemblies, planned activities, learning opportunities and games which teach them about good and appropriate ways of behaving. We support children to become caring, contributing and conscientious members of our local community. We teach children about independence and about our dependence upon each other and how important it is to recognise their rights, their responsibilities and their relationships with the wider world.

We help children to:

- recognise right and wrong
- follow good examples
- share and take turns
- learn and play co-operatively
- use resources wisely and carefully
- help others
- know when to report problems to adults who can help

Talking it through

We talk with children either individually, in a group or as a whole class about

concerns about behaviour. The class will engage in discussion about types of behaviour which are causing difficulty for an individual child or group of children. Teachers use this time to teach children specific strategies for problem solving and managing conflict.

These include:

- taking turns at speaking
- learning how to listen to other peoples' views
- caring for the self-esteem of all group members
- knowing the difference between 'telling tales' and 'reporting concerns'
- how to make it safe for all children to be able to express their views
- learning how to identify specific incidents and complaints
- learning how to draw generalisations
- identifying possible solutions
- ensuring equality of opportunity and equality of access (to attention, equipment, support)
- using the strengths and support of the group to help solve a problem and to monitor how the solution is working

Raising self-esteem

Children whose behaviour distracts them or others from their learning are often unhappy, may feel insecure and have low self-esteem. We aim to raise the self-esteem of each child by:

- knowing and using their preferred names (and avoiding pet or nick-names)

- knowing their family connections and something of their life outside school
- recognising and using individual strengths, abilities and skills
- avoiding stereotypes and stereotyping
- having high expectations of each child
- making time to relax with and listen to individuals
- ensuring that mistakes are dealt with and then forgotten
- being seen to deal evenly and fairly with all children
- noticing and responding to a child in difficulty or with a difficulty
- making sure all children are well cared for, safe and secure in school
- confronting hurtful remarks and reaffirming that the remarks are not valid
- listening carefully to both sides of a story where there is confusion or disagreement before making a decision
- apologising when we make mistakes
- planning group and class activities designed to promote self-esteem

Building a partnership with families

We recognise that when a child's family and school agree and work together the child is more able to behave well because the child is receiving consistent and supportive messages.

We aim to build a partnership with parents and carers by:

- regular communications with families

about each child's learning, behaviour and well being

- regular opportunities to meet and share ideas
- informing families if difficulties arise
- encouraging families to keep teachers informed of any difficulties that may arise for the child
- dealing with difficulties and problems in a confidential, professional and open-minded way
- letting families know about school policies, arrangements and practices
- encouraging parents and carers to trust the school to deal appropriately and sensitively with difficulties that may arise

This includes for example:

- staff changes
- playtime arrangements
- lunchtime arrangements
- learning planned for each class
- aspects of school life under review and development
- working with agencies such as, the educational psychologist, therapists or the school nursing service, to support parents and carers in meeting individual children's needs
- providing opportunities for families and staff to meet and exchange views. This includes parent teacher appointments and curriculum evenings
- providing opportunities for families and staff to meet more informally e.g. at social events

What kind of behaviour is not acceptable?

- 1 Ridicule, name calling or verbal abuse of any kind but especially sexist, racist, homophobic, religious or ability/disability name-calling
- 2 Deliberate acts of aggression
- 3 Bullying (threatening, picking on, excluding or intimidating another person)
- 4 Stealing or destroying property
- 5 Swearing or using offensive and insulting language
- 6 Leaving the school building, learning area or grounds without permission
- 7 Stopping others from learning or interfering with others' learning
- 8 Refusing to follow a reasonable instruction
- 9 Arriving late or missing school without a good reason
- 10 Telling lies or being untruthful

If a child's behaviour is proving to be a problem for themselves and for others we will take measures to observe and record the behaviour patterns in order to have an accurate and realistic picture of the problem.

This will help to identify the reasons for the behaviour and possible solutions.

What kind of rewards and sanctions do we use?

Rewards

Praise

Children who behave well and appropriately are praised. We believe that praise is the most powerful tool in maintaining high standards of behaviour. Praise is freely given and is targeted to actions. The praise is given in a number of forms for example:

- verbal
- written
- friendly word or gesture
- referral to another adult
- entry in the praise book and praise assemblies
- shared with families

Informing families

We aim to communicate good news!

We will send home a message if a child has been particularly well behaved at school. This may be a verbal message, written entry in the child's reading response diary or sometimes a note or phone call or a postcard.

Sanctions

When necessary we use the following sanctions:

- verbal reprimand and request for or reminder of appropriate behaviour
- withdrawal from a group or the room for reflection for a few minutes
- withdrawal from the class for a longer

period of time

- referral to another member of staff or to a senior member of staff
- writing a letter of apology or making restoration (putting things right)
- loss of playtime
- asking the child to make up for wasted time (e.g. finishing learning at playtime or at home)
- letter or phone call to parent or carer

Exclusion

Very rarely it may be necessary to exclude a child.

Exclusion from school may be:

- a for a lunchtime only
- b for a fixed period (e.g. 3 days)
- c for an indefinite period
- d permanent

Parents are always notified of the reason for and length of an exclusion and have the right to appeal against an exclusion to the Governing Body.

The Headteacher is responsible for decisions regarding exclusion from school.

A child who has been excluded for a period will be brought into school by their parent/carer to attend a reintegration meeting with the Headteacher. The child will then be permitted to rejoin the class.

Physical restraint

We only use physical restraint if it is necessary to hold children to stop them

hurting themselves or others. We have a physical restraint policy, please ask for or email the school office if you would like a copy.

What if your child's behaviour causes serious concern?

Children here usually behave well and relationships are good. However we do recognise that for some children good behaviour is a problem and impacts on their own and others learning, safety and well-being. For these children we may need to adopt a specific course of action to help the child learn how to behave appropriately.

This may include:

- full involvement of the family in order that they are fully aware of the nature of the concern and are enabled to support the school
- referral to the Inclusion Manager or Inclusion Team who will draw up an individual learning plan. This will identify specific targets for improvement and support to be provided by school and home
- 1:1 support by a teaching assistant
- assessment by an Educational Psychologist
- referral to child and adolescent mental health services (CAMHS) or other external professionals

We may also suggest that the child is supported by Place2Be, a school based counselling service.

Playground rules

- 1 Play safe, friendly games
- 2 Stay in sight of an adult
- 3 When the bell goes, stop playing, listen and calm down
- 4 Walk quietly to your classroom
- 5 If you fall out - try to make friends quickly
- 6 If you need help at playtime – ask a buddy or tell an adult on duty
- 7 Talk pleasantly to others
- 8 If there is trouble tell an adult

Inside the school rules

- 1 Walk quietly and sensibly inside the building
- 2 Ask permission to go to the toilet or to leave the classroom area
- 3 Come to school and leave school through the correct door at the correct times each day
- 4 Wear safe, sensible clothes and shoes to school
- 5 Leave jewellery at home except for watches and/or stud earrings
- 6 Children should not bring sweets or drinks other than water to school
- 7 Bring your P.E. kit to school
- 8 Take care of your own property and the property of others
- 9 Report problems to an adult
- 10 Clear up after yourself, keep shared areas tidy

We believe praise is the most powerful tool in maintaining high standards of behaviour.

We are committed to providing a caring, friendly and safe environment for all.

Anti-bullying statement, procedures and reporting

Our commitment

We are committed to providing a caring, friendly and safe environment for all of our children and adults so that they can learn, play and communicate in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable in our schools. If bullying behaviour does occur all children and adults should be able to tell and know that all incidents will be dealt with promptly and effectively. We believe that ignoring bullying is wrong.

As part of our rights and responsibilities in Brindishe Schools everyone who witnesses or knows about a bullying incident has a duty to intervene, to get help and to report it.

Defining

We define bullying as any or all of the following:

- a repetitive series of actions by an individual or group which causes long lasting fear, anxiety or harm to another person or group of people
- verbal or physical actions which are designed to intentionally hurt and intimidate or to make the person who is at the receiving end feel unhappy, embarrassed or insecure about themselves

What kind of behaviour constitutes bullying behaviour?

- hitting, kicking, pushing, threatening
- nudging, whispering, sniggering, facial expressions, gestures
- making someone do something they don't want to do
- preventing someone from doing something they do want to do
- putting someone down (belittling or embarrassing or humiliating)
- being domineering or controlling (bossy)
- forcing someone to be your friend – making it uncomfortable or risky for them if they are not
- making fun of someone's race, ethnic origin, faith, culture, religion, name, appearance, accent or family
- making sexist or sexually abusive comments
- using homophobic language as insults, putting people down on the basis of sexuality or the sexuality of family members
- online or cyberbullying e.g. posting offensive messages on websites or chat rooms, sending offensive text messages or emails or bullying the victims via their mobile phones
- any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs

What kind of behaviour is not bullying?

- occasional loss of temper
- hurting by accident
- teasing or having a joke which is received in good spirit
- falling in and out with friends
- minor disagreements
- not being friends with someone, not inviting someone to your party
- a disagreement or fight between two people of equal strength or qualities

Recognising

We recognise that when bullying takes place some or all of the following features may be present:

- it is constant, frequent or repetitive
- it is deliberate
- it is often accompanied by a threat not to tell
- it is not always obvious who the bully is or might be
- it can be a group of people, sometimes led by a bully
- it is often focused on individual differences (colour, size, ability, home circumstances)
- it can be emotional or psychological (for example whispering about someone, excluding them from a group, staring and laughing)
- it is often subtle and not easily detected by adults who could respond
- the bully is usually seen to be more powerful or empowered than the receiver (either by being stronger or

bigger or older or cleverer or by belonging to a majority group)

We define bullying by how a person who is bullied feels, rather than what a bully does.

In our schools the person who feels bullied will be called the receiver and the person who is bullying will be called the bully.

Children are encouraged to 'support and report' – if you know someone has been bullied support them, but also report the incident or knowledge to an adult.

Taking action

We will ensure that all incidents are dealt with fairly and consistently.

In all incidents of bullying we will:

- gather as much information as possible straight away from the receiver and any possible witnesses
- report the incident to the class teacher(s), Headteacher and/or senior leader
- ensure that an investigation begins within two working days
- record exactly what has happened and make careful notes on each stage of the investigation
- use a proforma for recording incidents
- make sure that all teaching and support staff know about the incident in order for them to be vigilant and responsive
- contact parents of the bully and the receiver in order to enlist their support
- enlist peer support by explaining to

the whole class what has happened and what they can do to help

- explain the consequences of the incident(s) to all parties concerned

Responding

In all cases of bullying behaviour we will:

- show that there is a united response, this is one of strong disapproval
- reinforce our belief that behaviour is learned and can be changed and help the bully to change their behaviour
- implement strategies to help this change
- involve the bully in the solution, using the principles of restorative justice (how can they help/what can they do?)
- register the bully on the school's learning support record for emotional and behavioural difficulty and being in need of support

When we know a child in school has been bullied we will:

- respond quickly and praise the reporter
- listen to and reassure the receiver
- reaffirm, boost or repair their self-esteem
- demonstrate our support by taking the matter seriously
- negate what has been said or threatened
- report the incident to the Headteacher and/or senior leader
- create a network of support by informing friends of the receiver, child's parents/carers and class teacher(s)

- teach or suggest ways the receiver might assert themselves or respond to future incidents
- consider training or activities for the class/school (e.g. class discussion, drama, literature, assemblies) and buddies
- report to the child's parents/carers and ask them to monitor and report

Bullying is not tolerated here and if a child or adult refuses to acknowledge their behaviour as bullying or refuses to realise the necessity to change that behaviour then a change of school or educational provision will be actioned by the Governing Body so that we can continue to provide a caring, friendly and safe environment for all children.

Monitoring

It is well recognised that bullying often happens in secret and is accompanied by threats not to tell. In order for us to be able to find out about bullying we will:

- have a post box so that children can anonymously report bullying
- train a team of older children to act as mediators and supporters to children in the playground. Children willing to take on this role will be 'Buddies' and will be easily identified
- ensure that the Headteacher and/or senior leader always responds to phone calls, letters or emails from parents concerning bullying behaviour
- ensure that all staff are vigilant and investigate concerns and contribute to any log or record being maintained so that we have a full picture

- ensure that all staff are kept informed about reported incidents and appropriate follow up procedures
- give the governing body a termly report on the nature, scope and frequency of bullying incidents in order to monitor and evaluate the effectiveness of this policy

Bullying incident reporting and monitoring forms

Each term the number and nature of any incidents are recorded and reported to the LA and to the governing body, including if it is a nil return.

The Headteacher will be very happy to discuss any aspect of this policy in more detail.

Children learn their rights and responsibilities; to be considerate and self-disciplined individuals

*together
we're more*

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