

# Brookside Primary School

Ellesmere Port, Cheshire



## Discipline & Behaviour Policy

Updated September 2024

## **Behaviour Policy**

### **Statement of Behaviour Principles**

At Brookside Primary School, we strive to create a culture which promotes excellent behaviour so that pupils can learn in a calm, safe and supportive environment and protect themselves from disruption. We have high expectations of pupils' conduct and behaviour and we are clear about which behaviours are permitted and which are prohibited. We value the rights of all children to learn, to be safe and to be respected. Our children recognise and fulfil their responsibilities to others, in and out of the classroom. They reflect on their behaviour. Both general and targeted interventions will be used to improve pupil behaviour. Pupil behaviour will not normally disrupt teaching, learning or school routines. Disruption is not tolerated and proportionate action is taken to restore acceptable standards of behaviour. Bullying, physical threats or abuse and intimidation are not tolerated.

### **Rationale**

The purpose of this Behaviour Policy is to implement the objectives set out above so as to create a safe environment which enables all pupils to learn and reach their potential. A whole school policy is necessary so that when incidents arise, teachers know the range of appropriate options available to them. It offers support through the establishment of routines and rules which create an atmosphere where everybody knows the expectations of all involved in the school.

The Discipline Policy is also a reference point for newcomers, supply teachers, existing staff, MDAs, parents and pupils. In producing a written policy, issues are clarified and mutual levels of support are afforded to every member of staff. Teachers who do not experience discipline problems tend to have certain attributes:-

- High expectations of achievement
- Acceptance of only the best of, and from pupils;
- Belief in a warm, supportive climate
- Positive attitudes exhibited towards pupils

- Provision of more on-task time
- An orderly and structured atmosphere
- Use of a wide range of teaching strategies

### Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To provide staff with the security that comes from uniformity and mutual support in dealing with and managing all forms of anti-social behaviour throughout the school in all situations.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property)
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

### Leadership and management

The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

### The role of teachers and staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.

### The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils will regularly be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.

Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. We will repeat elements of this induction for all pupils at suitable points in the academic year. Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

### The role of parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the

school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

School will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

### School systems and social norms

At the beginning of the school year, teachers will lead an important induction of pupils around behaviour expectations and systems. This will be the focus of the first few days back after the summer holiday. All classes will create a 'Class Behaviour Agreement' following input from all the children through discussion. The foundation of the approach to behaviour taken by Brookside Primary School is that of RIGHTS. All children have the right to LEARN, the right to be SAFE and the right to be RESPECTED; this is a consistent feature of life right across the school. Children in all classes will then reflect on their RESPONSIBILITIES to others and how their own behaviour impacts on others' rights. Each class will devise a list of responsibilities which will go into their Class Behaviour Agreement. The third element is RULES. Children are taught that rules exist to give protection to their rights. Children will contribute to the creation of their own class-based, age-appropriate rules, supported and guided by the teacher.

Sitting alongside all of this are ROUTINES. We have been informed in our practice by internationally renowned behaviour consultant, Bill Rogers. He asks school staff to reflect on "What can I do (and what can *we* do as a collegial team) to *minimize* and prevent (where possible), unnecessary hassles or problems in establishing positive behaviours in our classes? The answer to this question will focus on the necessary procedures, routines and rules to enable the smooth running of quite a complex community." (Rogers, 2012) School staff have collectively agreed on routines which are common to all classes across the key stages. For example, in KS2, all children will stand behind their

chairs quietly when they come into class at the beginning of the school day, after break, lunch, the Daily Mile, PE assembly etc. The teacher will then invite pupils to sit down calmly and quietly.

The Class Behaviour Agreement will also set out which behaviours are prohibited at school. It will list consequences, positive (rewards) and negative (sanctions). On completion, the Agreement is signed by all pupils and is published, a copy being sent home to parents and displayed in the classroom.

At Brookside Primary School we firmly believe that good behaviour should be taught and not merely expected. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

*“The mistake when considering the features of a behaviour system is to see it only in terms of minimising poor behaviour that disrupts efficient and civil learning although this is an important and vital aspect to expect. A more empowering and aspirational model is to understand that good behaviour surpasses merely minimising the negative and seeks to maximise positive behaviour.”*

Tom Bennet: Independent Review of Behaviour in Schools (March 2017)

To support this principle, all classes hold a timetabled Monday morning Class Behaviour Meeting from 8:45am to 9:30am. This is an opportunity for children to revisit their Class Behaviour Agreement and to reflect on any issues arising from the previous week and to plan for the week ahead. In the words of Bill Rogers, *“It will be important to integrate routines and rules into a workable system and then consciously teach that ‘system’ through discussion, modelling, encouragement and teacher-management.”* This is what staff will do in the weekly Class Behaviour Meetings. The Headteacher will follow this up in whole-school Tuesday morning assemblies with a regular focus on behaviour.

### Rewards

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates in Super Star special assemblies;

- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as weekly Friday afternoon Golden Time
- 2 children per class every day to receive a special HT 'double' Take a Chance from the Headteacher
- 'Take A Chance' prizes won in assembly

### Sanctions

- 1) A reminder and help from an adult
- 2) A verbal reprimand and a reminder of the expectations of behaviour
- 3) The sanction of loss of 5 of break/lunch (either in class with teacher/TA or stood against the fence or on the line somewhere outside) or loss of some of Friday's Golden Time. My parents will be informed. A sanction could be:
  - the setting of written tasks such as an account of my behaviour;
  - school-based community service, such as tidying a classroom
- 4) As above but for 10 minutes

The above sanctions may be 'earned back' the same day.

- 5) Yellow Card: for continued misbehaviour/disruption, 10 minutes time out in another class: see HT the next break/lunch time. Parents informed.
- 6) Red Card: for continued misbehaviour/disruption, 15 minutes time out: see HT the next break/lunch time. Parents informed.
- 7) Straight Red Card if found to have been responsible for bullying, physical threats or abuse, or intimidation. These are not tolerated at school.

Any combination of 3 cards (yellow/red) will result in a Behaviour Support Plan involving parents and the headteacher. We will set targets for the child and progress will be recorded daily. It will be reviewed by the pupil, school staff and the parents after one week. The child will remain on the BSP until there is a consensus that sufficient progress has been made to come off. The pupil will receive pastoral support including daily check-ins with the headteacher for discussion, reflection and encouragement.

## Lunchtime Supervision

At lunchtime, supervision is carried out by a team of Midday Assistants who can refer to the class teacher, Deputy Head or the Headteacher if necessary. The Midday Supervisor and MDAs are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. The midday supervisory staff communicate with the class teacher about children who continually misbehave.

The Midday Assistants must be treated with the respect expected by all adults at Brookside Primary School. Verbal or physical abuse will not be tolerated.

Midday Behaviour Plan: the 3-step approach

Step 1: in MOST instances, minor incidents of misbehaviour will be managed through a quiet, matter-of fact and gentle talk with the pupil/s.

Step 2: if problems persist, the child/ren to have time-out to cool-down: 5/10 mins sat on the bench or standing against the wall/fence

Step 3: in the very unlikely event that the child continues to misbehave, stand against the fence or keep them by your side for the remainder of lunchtime and report the incident to the class teacher

For all medical incidents, see First Aider Mrs Lockhart, Senior MDA.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Deputy Head or Headteacher.

## Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The Department for Education are clear that they trust headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil.



## Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

We strive for a school culture which consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Our good behaviour culture will create a calm environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

School needs to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

### **Incident File**

This is used to record:

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property.
- Any other incidents or matters of a serious nature.
- These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding etc).
- Children issued with a yellow/red card
- For records of allegations of bullying

Incident forms should be used, recording all details, and shown to the Headteacher or deputy head, thereafter to be kept in the incident file. These forms may provide a valuable evidence at a future date.

## **Intervention**

There may be occasions when physical restraint is necessary. Reasonable force should be used according to 'Control and Restraint of Pupils' Section 550A 1996 Education Act.

The child should be removed from the situation as soon as possible and taken to a member of the senior management team who will take immediate action to involve parents.

An incident form should be filled in and the situation discussed with the Headteacher or Deputy Head.

The Headteacher or Deputy Head or senior key stage teacher will work with the member of staff and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.