

# Brookside Primary School

Ellesmere Port, Cheshire



# Discipline & Behaviour Policy

Updated March 2024



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## Behaviour and Discipline Policy

### Rationale

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. Children have the right to expect a uniform attitude to anti social behaviour throughout 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.

### **Code of Conduct**

- All members of the school community are asked to respect each other and to obey the school rules. The code needs to be discussed taught and reinforced and applied fairly and consistently.

#### **The agreed rules are:**

- 1. I will follow instructions first time**
- 2. I will stay on task in lessons**
- 3. I will move calmly and quietly around the school at all times**
- 4. I will be polite and respectful to adults and other children**
- 5. I will let an adult know if another person upsets me, not retaliate**

- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be well-behaved, well mannered and attentive.
- Children should walk (not run) when moving around school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might cause a problem.
- Children should wear the correct school uniform. Jewellery should not be worn. Earrings only are permitted to be worn as studs.

This code of conduct has been formulated with the safety and well being of the children in mind, and to enable the school to function efficiently as a place of learning.

### **Incentive Scheme**

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children.

The Brookside Primary school scheme is based on merit awards known as 'Take A Chance' through which children can be rewarded through academic and non-academic achievements, (effort and for being caring, and for all aspects of good work and behaviour). On a Friday morning, in whole school assembly, one Take A Chance ticket is drawn from each class. The winning child receives a "lucky dip" from a box of small presents, eg pencil cases, pens, books etc.

In class, behaviour is managed through our 'Good to be Green' system. This is an approach which we have run successfully for a number of years and is well understood by the pupils. For good behaviour and for following our rules, a child has a "Green" card in their name pouch on display. If they remain Green all week, they are awarded a sticker on a class chart. If a child has received this sticker for the whole half term, their parents are informed by letter and the child is admitted to 'The Big Treat' on the last Friday afternoon of the half term. For this the children may elect to watch a film or negotiate other appropriately fun activities with their teacher, bringing in up to 2 items of party food to help celebrate the special achievement. Children who have received a Red or Yellow card through the half term (see below) miss out on some of The Big Treat with their classmates. Instead, they attend a session with the Headteacher or Deputy to review and reflect on their behaviour, recap on the school rules and plan ahead for the following half-term.

This has proved to be an excellent incentive. Most children respond to this positive approach where their efforts are seen to be valued and make considerable efforts to improve their work, and where necessary, their behaviour.

All children are supported to be the best they can be using the measures outlined in this policy. Some children may require additional support to learn to control their behaviour better.

### **Sanctions**

Sadly, there will be times when children choose not to follow our clear rules and their behaviour is not at the expected standard. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. This behaviour policy states these boundaries firmly and clearly.

Minor breaches of discipline are generally dealt with by the class teacher or other adult in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally children are made aware that they are responsible for their own choice of actions and that breaking rules will lead to sanctions.

### Class Consequences

1. a **VERBAL WARNING** from the adult
2. a **YELLOW WARNING** card – miss some playtime
3. a **RED CONSEQUENCE** card (5/10 mins time out in another room) – miss some lunchbreak
4. a **2nd RED CONSEQUENCE** card (sent to the Headteacher with a Think Sheet)

Some behaviour will mean that pupils will move straight to Consequence 4: This will happen if they:

- hurt somebody else deliberately
- get to Consequence 3 three times in a week

Parents will be involved at the earliest possible stage where a breach of school rules has taken place. At the discretion of the class teacher, in consultation with senior leaders, the parents will be notified and called in for a meeting to discuss their child's behaviour. If problems are recurring children may then be placed on a daily or weekly report system to monitor their behaviour with parents' support.

Further support may be offered by the Pastoral Manager who will arrange for a series of sessions tailored specifically at meeting the child's needs. In addition, the involvement of behaviour support team/educational psychologist may be sought, with the parents' consent.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Deputy Head Teacher or Head Teacher who will deal with it severely, particularly if the problem keeps recurring.

If the problem is severe or recurring then exclusion procedures are implemented after consultation with the governing body. This will involve:

- A case conference involving parents and support agencies.
- Permanent exclusion after consultation with the Governing Body and the LA.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

### **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, who are trained in behaviour management, 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. Best approach is 'Why did you do it?' 'Did he or she do anything to you?' You and the miscreant are both presuming he/she did it, but you want to rationalise motives. A quick admission of guilt and subsequent apology should follow.

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 for the remainder of lunchtime and report the incident to the classteacher

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 Teacher or Head Teacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and the child may be excluded from the premises at lunchtime for a fixed time.

## **Parents**

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By reading, agreeing and signing the home/school contract, renewed annually.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff at Brookside deal with behaviour problems patiently and positively in a calm atmosphere, where the main focus is on the child taking responsibility for their own actions in an atmosphere of honesty and understanding.
- By providing a good role model in their own behaviour.

## **Care and Control of Children**

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is a need for sanctions then the following may be used, depending on each child's needs:

- Redirect to another activity.
- Talk to the child – discuss what has happened
- Discussion in groups or whole class.
- Move the child from the group to work on his/her own.
- Repeat work.
- Miss playtime (but must be supervised)
- Behaviour modification programme – recording incidents of serious bad behaviour and setting targets for improvement.
- Withdraw child temporarily from the class – place with another class.
- Parental involvement.
- Daily or weekly report.
- Sanctions as in discipline guidelines.

Serious incidents are recorded on incident sheets and referred back to parents when necessary. The Pastoral Manager also record incidents on an internal database known as CPOMS.

## **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).

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.

## **Discipline Section**

This is used to record significant disciplinary measures taken by a member of staff against a child. Exclusion must always be recorded. This section is not for minor incidents in day to day classroom management but for serious occurrences of challenging behaviour.

## **Challenging Behaviour**

Challenging behaviour can take the form of:

- Verbal abuse.
- Physical abuse
- Assault
- Defiant refusal
- Absconding
- Vandalism
- Preventative Strategies

See sanctions above and discipline policy procedures.

## **Intervention**

If a child violently attacks another child or adult and does not respond to requests to calm down, then 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.

### **Behaviour Modification Policy**

At Brookside Primary school, most of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our discipline policy of rewards and sanctions we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A wide range of rewards are used to reinforce positive behaviour. These can include:

- Change in classroom organisation.
- Using different resources.
- Small behaviour targets are devised for each child (e.g. sitting on chair for given length of time putting hand up to answer questions).
- Rewards of stars/smiley faces on work etc. in class.
- Use of special stickers for such things as improved work, great effort, listening, being kind, helpful etc, send child to Head Teacher's office for a sticker.
- Sharing good behaviour or work with other children/other classes (Celebration Assembly).
- Involving parents at an early stage to make an action plan together.
- By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

### **Rewards**

- Teachers rewards on books/comments, smiley face etc.

- Sent to Headteacher for special sticker.
- “Good to be Green” chart in each classroom.
- Celebration assembly – *‘Brookside Superstar for Behaviour’* certificate
- Letters of commendation sent home to parents.
- Award of jobs and responsibilities.
- *‘Take A Chance’* ticket for weekly prize draw