



## **BROOKBURN PRIMARY SCHOOL POLICY FOR SOCIAL BEHAVIOUR AND DISCIPLINE**

Brookburn Primary School wishes to provide a school environment, which is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a Policy with set procedures to create a calm, secure and happy working environment for all.

We have a Code of Conduct that sets out, in general terms, how we expect our pupils to behave on school site and on visits. The Code of Conduct is agreed with children at the beginning of each year and periodically throughout the year. All pupils are expected to behave according to the guidelines set out in the code.

### **Aims**

- To develop a Behaviour Policy, supported and followed by the whole school community – parents, staff, children and Academy Councillors – based on a sense of community and shared values, as outlined in the school prospectus.
- To foster a caring family atmosphere in which teaching and learning can take place in a safe and happy environment.
- Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

### **We hold to the belief that:**

- We can develop a recognisable and positive school culture.
- We can have a positive influence on children's attitudes and values.
- We can modify children's inappropriate behaviour.
- We can raise children's self-esteem.
- All children can display responsible behaviour, understanding towards themselves, the immediate and wider community and the environment.

### **Within this Code of Conduct we aim to develop:**

- Socially acceptable courteous and considerate behaviour.
- An empathy with and sympathy for, all individuals.
- Respect for the rights of all individuals.
- Respect and care for oneself, others and the environment.
- The self-discipline that is key to learning and development.
- Co-operation with others inside and outside the School Community.
- Peaceful resolutions to our problems.
- Self-esteem and value and desire to contribute positively to society.
- Regular and punctual attendance.

### **Code of Conduct is:**

Our Code of Conduct is based on six expectations, which are communicated throughout the school via classroom displays and prominent displays in each hall.

### **Brookburn's Code of Conduct**

**Do be gentle, don't hurt anybody.**

**Do be kind and helpful, don't hurt people's feelings.**

**Do be honest, don't cover up the truth.**

**Do work hard, don't waste time.**

**Do look after property, don't waste or damage things.**

**Do listen to people, don't interrupt.**

Behaviour in our school stems from mutual respect; the quality of relationships sought and the close partnership between parents/carers, children, staff, governors and the wider community.

The ultimate aim with all our children is to achieve **self discipline** and to develop a sense of responsibility.

Good behaviour is to be expected at all times. We use many strategies to encourage good behaviour. We believe that praise and encouragement goes a long way toward building the self-esteem and positive mental attitude of our pupils. It is with this in mind that we use a reward system in our school.

We have adopted a policy of Positive Discipline, which sets out clear rules and standards of acceptable behaviour, a system of rewards for individuals and the whole class if the rules are followed, and a system of consequences for when inappropriate and unacceptable behaviour continues.

### **Expectations**

The Six Expectations for Brookburn are displayed in all classrooms. Teachers plan time at the start of each academic year to introduce their class to these rules and the consequences that accompany them. This code of behaviour is then reinforced at every opportunity, i.e. role-play

stories, assembly themes and during PHSE (Personal, Health, Social and Emotional) and circle time (Social and Emotional Aspects of Learning, SEAL) lessons.

In this way the children have a clear understanding of what behaviour is expected throughout the school. Every time a child is mentioned by the staff because of their behaviour, the expectation is referred to.

Developing and maintaining a sensitive school ethos is paramount in behaviour expectations and discipline. A strong positive pupil/teacher relationship should be fostered and displayed between adults and children. How adults conduct themselves with each other and children is important, as adults are powerful role models for behaviour and courtesy. Common and consistent expectations should be realised by adults and children. The highest expectations of behaviour should be sought by all and encouraged and praised continuously.

Where children behave well or are helpful in the community, it is identified, marked and reinforced at individual, class and school level, i.e. Celebration Assembly. Likewise, we expect children to display consistent responsible behaviour to all adults both inside and outside school.

Children are expected to move around school on the left hand side, enter and exit assemblies in silence and line up one class at a time. At the end of playtime, a whistle is blown once indicating for children to freeze. When blown a second time, children walk sensibly and silently to the door and back into the school.

## **Strategies for encouraging appropriate/positive behaviour**

### **Consequences**

When children choose appropriate behaviour there will be a positive consequence; these are displayed in each classroom.

### **Positive Consequences**

- ☺ Praise, Praise, Praise
- ☺ Smiley faces
- ☺ Stickers
- ☺ Class sticker chart – 2 a day
- ☺ Certificates (except Nursery), 2 will be given in Celebration Assembly
- ☺ Whole class rewards, determined and managed by teacher in each class e.g. a marble in the jar, when the jar is full there is a whole class reward determined by the teacher
- ☺ Golden time at the end of the week – except for Foundation Stage
- ☺ House points – awarded for good manners, exemplary behaviour etc.

1. **Stickers** – these can be given by a member of staff for a variety of reasons. Gold star stickers are given out 2 per class per day. A chart recording class stars is displayed in each classroom. At the end of each academic term the child with the most stars in each class is presented with a prize.
2. **Certificates** – these can be given by staff for a variety of reasons but each week 2 special certificates of merit are presented to two children from each class at the Celebration Assembly.

3. **Class Rewards systems** – each class has a rewards system where children can earn reward points for good behaviour eg bees in a hive, marbles in a jar. These vary from class to class but are generic in the manner of the class working together to achieve a goal. In certain circumstances individual children who need support may require an individual target and reward system based around their needs. These are designed by the teacher in liaison with the child.
4. **Whole school reward systems** – all children belong to a sporting house. Housepoints may be awarded by staff members to children around the school at any time for positive behaviour seen. Each year phase has an agreed system for recording house points for school teams. Total housepoints are calculated on a weekly basis and shared within Friday Golden Assembly as a running competition. At the end of each term, a trophy is awarded to the winning house.
5. **Golden Time** – this is 30 mins at the end of each week in which the teacher plans a creative activity for the children to take part in. Children can choose which activity they would like to do at the beginning of each week and this is operated on a rota basis.

### **Strategies for discouraging inappropriate/negative behaviour**

Strategies for dealing with inappropriate/negative behaviour start with basic classroom management and organisation. Good planning, management and organisation can often prevent misbehaviour by minimising opportunities. An enriched, stimulating, organised learning environment and curriculum provision where tasks/activities are closely matched to the abilities and needs of the children, and where children are given responsibilities, will help in reducing behaviour problems. Teachers should be actively aware of this with regard to planning.

Therefore teachers should:

#### **Ensure their classroom environment;**

- Is positive, supportive, encouraging and embracing
- Is work orientated
- Has good layout and good access to all areas
- Has good organisation
- Is tidy – places for everything, clearly labelled
- Has clearly displayed rules and consequences

#### **That lessons are;**

- Well planned, having clear learning objectives
- Have differentiation/good task/pupil match
- Have well organised, readily accessible resources
- Have interest
- Are well paced

#### **All staff should;**

- Use voice, posture appropriately

- Give clear instructions/guidelines
- Issue positive and negative consequences consistently and in line with the behaviour policy
- Model good behaviour
- Circulate
- Scan room to observe and quickly address pupils not on task
- Interact with all the children

Whilst every effort is made to encourage positive behaviour, instances of inappropriate/negative behaviour will occur. In these situations staff apply the following set of consequences **consistently and coherently**. This will ensure that children see that inappropriate behaviour will **always** receive the same response from all members of staff throughout the school, and that this procedure is applied fairly.

### **Negative Consequences**

This is a set of hierarchical sanctions that are issued whenever a child chooses inappropriate behaviour. They are given out consistently and at each stage the rule the child has broken is referred to so that he/she is clear as to how to choose more appropriate behaviour. Written warnings are recorded by the class teacher in the class warnings book. Detentions are recorded in the detention book which is kept by the Key Stage Leaders and monitored by the head teacher.

### **Class Negative Consequences Nursery**

In nursery, we use a happy and sad face for behaviour management. Any children found to be demonstrating excellent behaviour moves on to a rainbow to celebrate their success.

- ☹ Verbal warning
- ☹ Time out (corresponding to age of child 3yrs-3mins)
- ☹ Class teacher speaks to parents/carers
- ☹ Sent to the Head Teacher, or Deputy Head Teachers, who will write to the child's parents

### **Class Negative Consequences EYFS/KS1 and KS2**

At Brookburn, we have a traffic light system moving from green to amber to red if negative behaviour escalates.

- ☹ Verbal warning
- ☹ 2<sup>nd</sup> verbal warning and name moved to amber
- ☹ Final verbal warning with reminder that name is on amber already
- ☹ Name moved to red; 5 minutes off Golden Time, name on board
- ☹ Next verbal warning, 10 minutes off Golden Time, updated on board
- ☹ Final verbal warning, 15 minutes off Golden Time, updated on board

Where a pupil is failing to respond to the requests of the teacher, they may be asked to work in a parallel or neighbouring classroom. If the Head Teacher, or Deputy Head Teachers, are called to support, then a call will be made to the child's parents.

In some cases, it may be decided that a child should miss part of their playtime. This could be used to ensure pupils complete work that has not been finished as a result of poor behaviour in the classroom but at other times, may be used as an appropriate sanction to address behaviour more immediately than time lost on a Friday.

Should a child's behaviour deteriorate significantly over a day, the teacher, or if felt necessary, the Head Teacher / Deputy Head Teacher, will use their discretion as to whether to contact parents/carers.

These steps are always adhered to when a child breaks the rules, as it is essential to maintain consistency if the system is to succeed. If a child misses Golden Time on 3 occasions with a half term or there is a steady increase in time being missed, contact is made with their parents to alert them to the situation and seek their support to improve their behaviour. The children missing Golden Time are asked to reflect on and discuss their behaviour and what they need to do to improve it. All children missing Golden Time are recorded in a book by the staff supervising.

### **Behaviour support plans**

For a small minority of pupils where their behaviour consistently challenges the expected standard of conduct, an individual behaviour support plan may be developed in partnership with pupil, teacher, teaching assistant, senior leaders and parents. This behaviour plan will be tailored for each individual pupil to ensure that their needs are supported appropriately, with clear rewards and sanctions identified. Behaviour support plans will detail the de-escalation methods to be used for each pupil and in some cases, where there may be a need for positive handling, a risk assessment will be completed.

### **Behaviour logs**

All pupils with a behaviour support plan will have a behaviour log which acts as a running record of behavioural incidents that occur. This will support staff in recognising triggers and behaviours which will feed into a termly review of behaviour support plans. Parents will be regularly updated on their child's behaviour however it may not be considered necessary to inform parents of every incident that occurs within school. As a general rule, parents would be contacted about their child's behaviour in instances where either the Head Teacher or Deputy Head Teacher is called for support.

For all other pupils, a centralised record of inappropriate behaviour will be kept, in order for trends or patterns of behaviour to be noted over time. In the large majority of instances, where a behaviour is judged as inappropriate due to its physicality or the harm (both physical and emotional) incurred by another pupil, the behaviour will be logged and parents contacted. This will include any instances of behaviour which goes against our safety policy and agreement with pupils. In some cases, where a staff member wishes to log a minor altercation for the purposes of tracking, it may be the case that parents are not informed but could be contacted in the future should a pattern of behaviour then be found.

## **Serious incidents**

- Incidents of physical assault against another child or member of staff will not be tolerated and may result in the child being removed from their class for an internal exclusion or possibly sent home for a fixed term exclusion.
- Incidents of racism, homophobia, sexism or any issue contravening the LINK Learning Trust's Single Equality Statement will not be tolerated and will be dealt with in line with this policy and the school's anti bullying policy. All serious incidents will be logged on the centralised behaviour log. All incidents of racism are recorded and monitored according to national guidelines.
- Incidents of bullying are not tolerated and are dealt with separately from the consequences system and in line with the school's anti-bullying policy. The incident is immediately reported to the Headteacher or the Deputy Head who will then inform the parents of the child involved and issue an appropriate sanction. This could result in the child being removed from their class for an internal exclusion or sent home for a fixed term exclusion.
- If children are unable to follow this behaviour policy then a Home-School Book and Behaviour Contract will be initiated by the Headteacher in consultation with the class teacher, the child and the child's parents/carers.
- Where a child is issued with a Home-School Book, the school may seek assistance from the relevant support agencies, in consultation with the child's parents/carers.
- As a last resort, a child could be suspended or excluded from school after consultation with the LINK Learning Trust Board and in accordance with the policy of Manchester LEA.
- Parents/Carers would be fully informed at each stage and they also have the right of appeal to the LINK Learning Trust Board against any decision to exclude their child.

## **Lunchtime Supervision**

At lunchtime, supervision is by a team of lunchtime organisers. The lunchtime organisers (LO's) maintain the school's Code of Behaviour by applying similar rules and consequences listed in this document. They have their own sets of stickers to encourage and reward good behaviour and they all have copies of the rules and consequences in their warnings books. At the end of every lunchtime LO's report both good and inappropriate behaviour, and any warnings issued to the relevant class teacher. In this way, children see that **all** members of staff are again applying the rules consistently throughout the whole school. Where reported behaviours by LOs are considered to meet the threshold (by way of physicality/harm caused), the class teacher will then log the behaviour on the centralised behaviour log having been informed at the end of lunchtime.

## **PPA cover**

PPA teachers will contact the DHT about any behavioural incidents which have occurred if a lunchtime incident has been reported to them, or if they themselves have dealt with an incident whilst covering a class. The DHT will then report this on the behaviour log and to the class teacher, who will follow up with any consequences or sanctions needed.

## **Parents/Carers**

Parents/Carers can support the School's Behaviour Policy by discussing the rules with their child, attending all Parent/Carer consultation evenings and signing the Brookburn Home/School agreement.

### **Serious Incidents Book**

This book is used to record:

- any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property.
- Loss, theft or damage to property.
- Any other incidents or matters of a serious nature.

These incidents are ones that might give rise to disciplinary or legal action, or become a matter of public interest (for example, confrontational incidents, absconding etc)

This book is kept in the school office along with accident records etc.

### **Monitoring, Evaluation and Review**

The school will review this policy in Sept 2018, assessing its implementation and effectiveness.