



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 golden rules, which are communicated throughout the school via classroom displays and displays in our school hall. These rules align with the school's work as Unicef Rights Respecting school, supporting our pupils to be global citizens who show respect and tolerance to all.

Brookburn's Code of Conduct / Golden Rules

- We are kind, caring and helpful
- We are respectful of ourselves, others and our school
- We are honest, truthful and fair
- We are polite
- We are good friends
- We keep ourselves and others safe

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 Golden Rules 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. In KS1, a second whistle is blown and children line up outside and are collected by their teacher. In KS2, when a second whistle is blown, children walk sensibly and silently to the door and back into the school, accompanied by their teacher who meets them at their line.

Strategies for encouraging appropriate/positive behaviour

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

Positive Outcomes

- ☺ Praise, Praise, Praise
- ☺ Smiley faces
- ☺ Stickers
- ☺ Class sticker charts e.g. Class Dojo
- ☺ Certificates (except Nursery) handed out at our Friday 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 (Not applicable in 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.
2. **Certificates** – these can be given by staff for a variety of reasons but each week up to 2 special certificates of merit are presented to children from each class at the Celebration Assembly. In line with recent work completed regarding the values and ethos of Brookburn, new certificates, introduced in 2021, will be awarded at the end of every term

to individual pupils in each class who have demonstrated and shone in one of the school's core values.

3. **Class Rewards systems** – each class has a rewards system where children can earn reward points for good behaviour e.g. 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 and their parents.
4. **Whole school reward systems** – all children belong to a sporting house. House points 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 house points are calculated on a weekly basis and shared within Monday Assembly as a running competition. At the end of each term, a trophy is awarded to the winning house.
 - a. House points are awarded for social behaviour, manners and attitudes displayed by pupils around school. Any member of staff can award house points to pupils
 - b. Team points are allocated by teachers within classrooms according to pupils' success and effort academically.
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. We make clear to our pupils that Golden Time is not a right, but it is something that is earned through the week and awarded to all those making the right decisions re. their behaviour and attitudes. This supports our children's understanding regarding positive choices and this being rewarded with a positive outcome.
6. **SLT contact** – members of SLT are proactive in speaking with pupils and being aware of which children have shone through the week. Assemblies are used to highlight any individuals "spotted" in the week by staff, thus reinforcing their good behaviour to all. Each term, SLT send letters to home praising individuals for a stand out term, as nominated by their teachers. Additionally, teachers can nominate pupils to attend a Friday "Hot Chocolate" session with the Headteacher.

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 and clear systems and routines in place
- Is tidy – places for everything, clearly labelled
- Has clearly displayed rules and consequences

That lessons are:

- Well planned, having clear learning objectives
- Inclusive and accessible to all, be it through degrees of scaffolding or adapted tasks
- Well organised, with readily accessible resources
- Interesting
- 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
- Own their own behaviour
- Address any behaviour in and around school that falls short of behaviour policy.

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 EYFS

In EYFS, we recognise and understand that many children are navigating and learning about a completely new environment. Supporting children to manage their feelings and behaviour, alongside supporting all aspects of their personal, social and emotional development, is key across our phase. With that, we recognise that children will make many mistakes and our role as

practitioners is to support every child to make sense of and understand situations and learn how to navigate these instances in the future in a more productive and positive way. As such, the approach to consequences is adapted to be more age appropriate in this phase of school. We use a happy and sad face for behaviour management, with sad faces only used on occasions where behaviour demonstrated has been persistent or is not acceptable given the age and understanding of the child.

We follow the following sequence consistently:

- ☹ Verbal warning / discussion about changes needed with behaviour
- ☹ Time out (corresponding to age of child 3yrs - no more than 3mins) with name placed on sad face
- ☹ Class teacher speaks to parents/carers
- ☹ Phase Leader speaks to parents / carers if poor behaviour continues
- ☹ Head Teacher, or Deputy Head Teachers will speak with parents / pupil if ongoing escalation has been seen.

Any children found to be demonstrating excellent behaviour moves on to a rainbow to celebrate their success.

Every week, up to 4 children in the EYFS are recognised for being the I in Kind, with certificates sent home and celebrations posted on Twitter.

Class Negative Consequences KS1 and KS2

At Brookburn, we children need the opportunity to reflect on and respond to guidance and support being offered regarding their classroom behaviour. As such, we have a traffic light system moving from green to amber to red if negative behaviour occurs, escalates or continues within the classroom.

For any child whose name is moved to amber within a lesson, this should always be done after a verbal warning and discussion has already taken place with the pupil. Moving names to amber should be a non-verbal process, thus not disrupting the flow of a lesson, and children who have been moved to amber are expected to consider the RESPECT they are showing to their teacher and their peers through the continued behaviour they have repeated.

Children moved to amber always have the opportunity to have their name placed back at green, should they heed their warning, change their behaviour and succeed in completing their lesson without further incident.

For any child who continues to persist with poor choices that fall short of our expectations and golden rules, a final verbal warning / discussion will take place with the pupil. Staff will be explicit about the immediate consequence of the continuing behaviour. Should this fail to have an impact, a child's name will be moved to red. A name placed on red means children will lose 5 minutes of their following play time, and this time will be used restoratively with their teacher to discuss and address their behaviour, and make amends for the choices made. Children placed on red cannot earn their playtime back, as it is key that consequences are actioned and followed through on.

There are certain behaviours that will not be tolerated at Brookburn, and fall below the expectations we have of our pupils to respect our school rules. In certain instances, children will immediately have their name placed on red, with some or all of their playtime lost depending on the severity of the incident. Examples of unacceptable behaviour that will not be tolerated are outlined in the table below.

In KS1 classrooms, teachers will reset their traffic lights at the mid point of the school day, meaning all children start their afternoon session back on green.

In KS2 classrooms, teachers reset their traffic lights at the end of each day, so children attending school have a fresh start on the next school day. Any loss of free time issued on an afternoon will be carried over into the next morning playtime.

To summarise our model of consequence progression within the classroom

- ☹️ 1. Verbal warning
- ☹️ 2. 2nd verbal warning and **name moved to amber**
- ☹️ 3. Final verbal warning with reminder that name is on amber already
- ☹️ 4. **Name moved to red**; 5 minutes Loss of Free Time
- ☹️ 5. Next verbal warning, 10 minutes Loss of Free Time updated on board
- ☹️ 6. Final verbal warning, 15 minutes Loss of Free 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.

Should a child's behaviour deteriorate significantly over a day, the teacher, phase leader 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 their free time on 3 occasions in the week, then they will automatically lose their Golden Time for that week, with the phase leader made aware of this outcome for the pupil. This cannot be earned back and for a child to consistently lose free time in the week, without improved behaviour seen, demonstrates that a clearer period of restorative time is needed. Children missing their golden time will be sent to the Headteacher, and their names logged. Teachers will contact the parents of any child missing their golden time.

Should any pupil miss two Golden Time sessions in a half term, the Headteacher will contact parents to arrange a meeting, and thereafter, the child will be placed on a report card for a period of 2 weeks. Over this time, the child's behaviour will be monitored and children will be expected to report to the Headteacher twice daily to show that their behaviour is improving and they are taking greater responsibility for their choices and actions.

Stages of sanctions

Stage	Examples of behaviour	Possible strategies or comments to make
Warning (Escalation on traffic lights to amber or red if	Not responding to teacher when asked Talking in classroom	Withdraw teacher attention Non verbal cues – click fingers, make eye contact, finger to mouth to shush

continuation of these choices)	<p>Hurting others by playing too roughly</p> <p>Disrespecting an adult</p> <p>Eye Rolling</p> <p>Giddiness / silliness in class</p> <p>Ignoring school rules</p> <p>Talking in assembly</p> <p>Running down corridor</p> <p>Failing to follow instructions</p>	<p>Whole class reminder to reset expectation for all</p> <p>Suggestion pupil has movement break / offer another place to move to work (in class, in parallel class, in phase area) or direct to do quick job to help reset</p> <p>Positive reinforcement of good behaviour modelled by others</p>
<p>Red</p> <p>(Immediate Loss of Free Time)</p> <p>5 minutes</p>	<p>Inappropriate remarks to other pupils</p> <p>Challenges to authority</p>	<p>Involvement of phase leader to speak to child and support Class Teacher</p> <p>Teacher contact with parent</p>
<p>Red</p> <p>(Immediate Loss of Free Time)</p> <p>15 minutes</p>	<p>Physically hurting another child</p> <p>Fighting</p> <p>Swearing</p> <p>Making a racist / homophobic comment</p> <p>Making a serious challenge to authority</p>	<p>Send to HT / DHT for immediate loss of free time.</p> <p>HT / DHT to contact parents</p>

Any children missing free time will have their name, and the reason, recorded in a book that is kept by their class teacher. Phase leaders will review and monitor this book and follow up on conversations with any pupils who they feel need increased levels of checking in / encouragement about their behaviour.

Behaviour support plans

At Brookburn, we recognise that many forms of behaviour are communication. Given the high number of pupils at the setting with SEMH needs, we recognise that certain approaches used holistically across the school will not always be appropriate, and as such, for a small minority of pupils where 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 (Appendix 1)

For some pupils, we may feel it appropriate to create a Reducing Anxiety Management Plan (RAMP) which outlines an escalation of behaviour and a consistent response to these behaviours (Appendix 2) to try and reduce signs of worry.

We discuss all behaviour plans with children, using language that encourages an understanding that the feelings they experience are acceptable to have, but the behaviour they demonstrate at these times is not. All children are given proactive messages about ways to make positive choices to get back to a happier place in school and specific strategies are outlined to them to support in this process.

Behaviour logs

All pupils with a behaviour support plan have incidents logged on our online CPOMS system. This 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, again logged on CPOMS, 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. 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

- There are a number of behaviours that are in serious breach of our behaviour policy. These include:
 - physical assault against a staff member or pupil (which includes hitting, kicking, throwing objects as weapons, spitting, biting, scratching, hair pulling)
 - damage to school property
 - repeated non-compliance of instructions or warnings given by authority figures
 - threatening or aggressive behaviour which puts self or others at serious risk
 - running away from the school building
- Incidents where there is a serious breach of our behaviour policy will not be tolerated and may result in the child being removed from their class for an internal exclusion or sent home for a period of 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. Any 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 permanently 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 positive and inappropriate behaviour, and any warnings issued are passed on 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 discussions 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 2022, assessing its implementation and effectiveness.