

1. Aims

The behaviour policy at Brookside Primary School aims to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and
- regulates the conduct of pupils.

At Brookside Primary School we believe in providing a safe, welcoming, happy and well ordered school environment in which children can learn effectively and reach the highest standards of which they are capable.

We encourage all our children to show:

- Care for each other and their school;
- Courtesy and respect towards all people in school;
- Consideration of others in everything that they do;
- Co-operation: the success of our school is based on us all learning to work together;
- Celebration: to value their achievements and success of others:

We believe that the partnership between home and school plays a vital role, and that all members of the school community should be equally valued and supported. A whole school community approach to discipline is the means to achieving good behaviour. The purpose of this policy is to ensure consistency of approach within our school community.

Partnership between home and school

At Brookside we believe that there exists a responsibility between school, parents and pupils welfare and progress of the children. This belief underpins our Behaviour and Discipline Policy.

Every member of the Brookside School community has the **right** to:

- Support from school staff, peers and colleagues
- Be listened to
- Be treated with respect and courtesy
- Be safe
- To learn
- To make mistakes

Every member of the Brookside School community has the **responsibility** to:

- Ask for and offer support when needed
- Listen carefully to others
- Give opinions in a constructive manner
- Recognise and acknowledge courteous behaviour in others
- Behave respectfully to others
- Behave in a way which keeps self and others safe
- Be willing to learn and allow others to learn
- Take ownership of mistakes and allow others to make mistakes

Our School Rules

These rules were written by the children themselves. The rules are displayed and used to remind children about the behaviour they believe is appropriate.

School Rules

- Try your best
- Do your work and let others do theirs
- Look after our school and equipment
- Keep safe and play well
- Be polite

Class Rules

- Each class will determine its own rules where appropriate, which will reflect that behaviour expected by the school and which is set out in the school rules.
- The class rules and routines will be negotiated with the children themselves.
- The class rules will be clearly displayed.
- Children will be reminded frequently about the rules and why they were made.
- Rules need to be kept short, simple and realistic.
- Rules, rewards and consequences will be "revisited" at the beginning of each term.

Rewards

At Brookside we look for opportunities to praise and reward children, not just for academic achievement but for positive attitudes and effort, care and kindness towards each other.

Personal Awards – The Smile/Certificate Achievement Awards

The aims of this award system are:

- To promote positive attitudes and high standards in behaviour;
- To encourage all children to be respectful of, and care about the needs of others;
- To help children achieve their potential by striving towards set personal targets;
- To enable adults to acknowledge effort and high standards of work and behaviour, which is individual to each child.

Children receive SMILES for the following:

- Behaviour which is exceptional for that particular child
- Receiving three Headteacher awards
- Meeting a personal challenge or overcoming an obstacle
- Doing work which goes above and beyond what is normally expected of them
- Giving 100% effort in work

Class Rewards

At the teachers' discretion, there may be individual class rewards running alongside the "Smile" reward system, operating at a low level. These class rewards could be individual or whole class targets. They may stand alone, or be used as a "stepping stone".

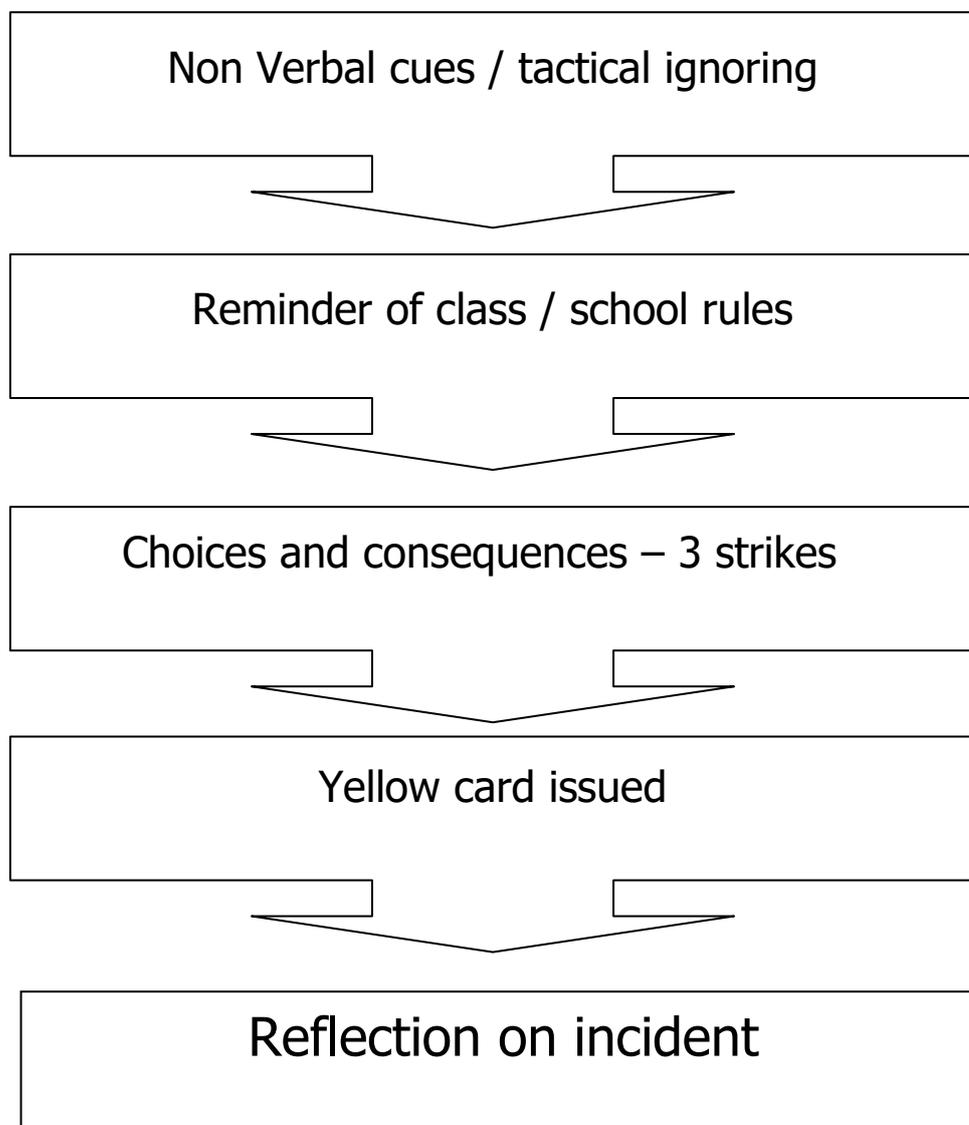
Regular consultation and discussion between teachers will help to ensure consistency in expectations and fairness in the system.

When dealing with unacceptable behaviour

1. Give the child a chance to take back what he/she has said or done. Calmly state that what they have done is undesirable and give them the opportunity to apologise or change the behaviour themselves.
2. Calmly find out facts before judging a case - try not to jump to conclusions.
3. Take the children to one side quietly to speak to them.
4. Be fair and consistent with all the children.
5. Raised voices are only to be used when pupils are going to harm themselves, someone else, an object or are going to do something dangerous.

In Class Behaviour Strategies

We believe in a hierarchical approach to dealing with behaviour in class, to give children an opportunity to modify their behaviour before it reaches a serious level.



What is Unacceptable Behaviour at Brookside

- Refusing to cooperate with a member of staff or volunteer
- Refusing to work or producing work of a poor standard
- Answering back or rudeness
- Swearing, using bad language
- Verbal and/or physical aggression

- Name calling
- Vandalism
- Disruptive behaviour
- Racist, sexist or prejudiced remarks or attitudes
- Running inside or between school buildings
- Leaving the school premises without permission

Children who display unacceptable behaviour should be aware that action will be taken and sanctions will be imposed.

Sanctions

At Brookside School we want to encourage an open, tolerant and happy atmosphere, with lots of talking to and listening to the children. However, if children break rules, they are liable to sanctions. In the first instance this will be a yellow card. After children have had 3 chances/strikes in class (normally displayed as marks on the board, they receive a yellow card). Yellow cards will be issued dependent on the level of the inappropriate behaviour. These will be based on the individual child and the severity of the incident.

A yellow card is filled out by the teacher, and the box is ticked with a short description of the behaviour. In a morning session the child is sent to their paired teacher with the yellow card and their work. The child then returns to the class after an appropriate amount of time, to repair their behaviour. In the afternoon session the child is sent to a Learning Mentor with the yellow card and their work. The child then returns to the class after an appropriate amount of time, to repair their behaviour. If a child receives 2 yellow cards within a day, then there is an automatic red card for the child. If a child receives a red card they are sent to a member of the Senior Leadership Team.

Our Learning Mentor will collect yellow cards at the end of each week and keep an ongoing tally of how many cards are received by each child and class. This evidence is then used to identify children causing concern, and for the Learning Mentor and SENCo to plan units of work to address these needs.

In consultation with the team leader and class teacher other possible sanctions will be:

- Missed playtime or lunchtime play
- A letter apologising for their behaviour
- Recovery time with a paired teacher
- A letter home informing parents
- A class exclusion

Very Serious Misconduct

There are some categories of misbehaviour that are unacceptable under any circumstances. If a child is involved in an incident of very serious misconduct then they will receive an immediate red card. A red card is an internal exclusion. The red card is sent with the child, and a supervising adult to the Deputy/Assistant Headteacher or Headteacher. The child is then sent to another Key Stage to complete work that has been set.

Incidents of very serious misconduct include:

- Stealing
- Physical violence, or bullying of any kind
- Verbal or physical abuse to adults
- Racist/prejudiced remarks or attitudes
- Stone throwing or other dangerous behaviour

Our Learning Mentor will collect red cards at the end of each term and keep an ongoing tally of how many cards are received by each child and class.

Fixed Term Exclusion

A decision to exclude a pupil for a fixed period will be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as class exclusions are considered inappropriate.

A decision to exclude will be made by the Headteacher or Deputy/Assistant Headteacher, and will be used if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

An exclusion, in the first instance, will usually be for a short period. If the pupil incurs additional exclusions these could be for a longer duration at the discretion of the Headteacher. During exclusion, parents, child and school will work closely together to agree a plan leading to modification of child's behaviour, and a return to school.

Permanent Exclusion

A permanent exclusion is the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

There are exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one off' offence: These may include:

- Serious actual or threatened violence against a pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The Governing Body, Inclusion Officers and LA are informed of any exclusions and may be involved in discussion with parents, the child and school in the devising of an action plan.

Lunchtimes and Playtimes

Playtimes in Key Stage One

All pupils in Key Stage 1 are provided with a range of playtime equipment. These meet health and safety requirements and the different needs of the pupils. Pupils are not permitted to bring in leather balls from home and at no time should these be allowed on the playground. The Key Stage 1 Team is in charge of the equipment in storage. In the event of new playground equipment being required please consult the Key Stage 1 Team Leader.

Balls should be kicked below knee height to avoid hitting windows and other children. Fruit provided should be consumed during the playtime and all peelings put carefully into the bin on the playground.

Playtimes in Key Stage Two

Pupils should walk sensibly to the playground, any pupils running should be asked to return to the classroom to walk sensibly.

All pupils in Key Stage 2 are provided with a range of playtime equipment. These meet health and safety requirements and the different needs of the pupils. Pupils are not permitted to bring in leather balls from home and at no time should these be allowed on the playground. The Key Stage 2 Team Leader has new equipment in storage. In the event of new playground equipment being required please consult the Key Stage 2 Team Leader.

Lunchtimes at Brookside School

We recognise the importance of a well balanced lunchtime which allows children to relax and prepare themselves for an afternoon of learning.

As such we have devised a lunchtime charter with the school council, Midday Supervisory Team and Key Stage leaders.

The following rules are applicable for Lunchtimes:

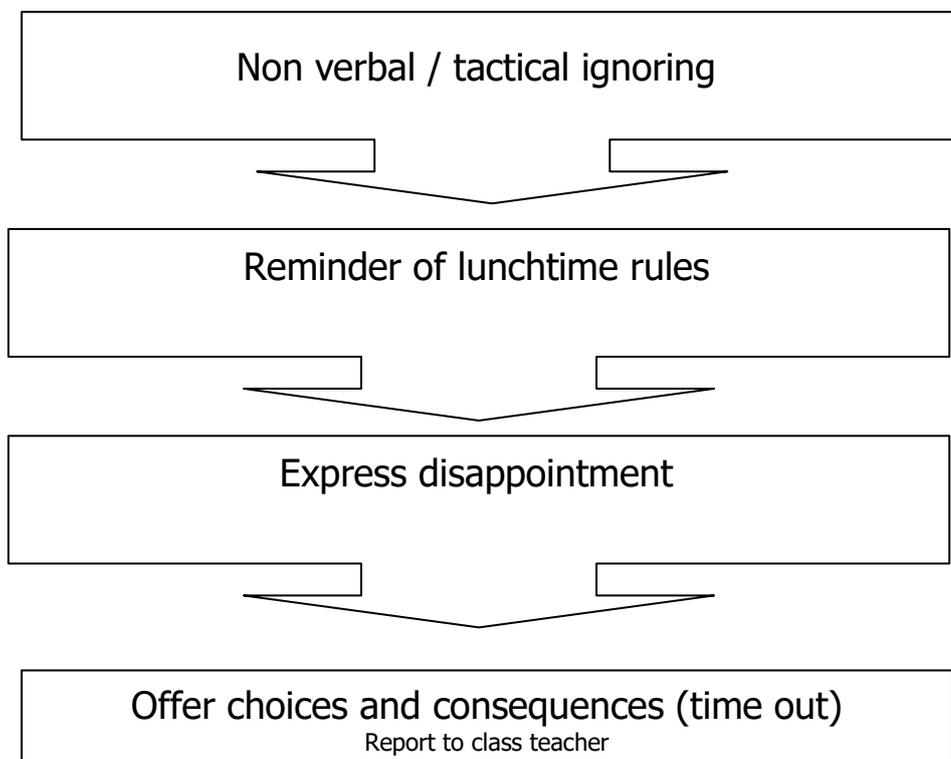
- Eat your **own** lunch politely and whilst sat in your seat.
- Be responsible for clearing up your own mess.
- Treat children and staff with courtesy and respect.
- Do not raise your voice in anger to children or staff.
- Play with appropriate toys on the playground.
- Line up quickly and quietly when the whistle is blown.

Rewards and Sanctions

Children who follow the lunchtime rules receive a smile at the end of each term. This is awarded with a class certificate in a whole school assembly.

Each term we have a lunchtime behaviour theme and Midday Supervisors nominate a boy and a girl from each class to receive a certificate recognising their good behaviour. This is awarded in a whole school assembly. Each of the children receiving a certificate has their success celebrated on the Lunchtime reward board in the Year 3/4

For children who are not able to follow the rules the following strategies will be followed:



Midday Supervisors will communicate any relevant issues to class teachers in person at the end of lunchtime. It is the class teacher's responsibility to impose any sanctions on children who are persistently not following the rules at lunchtimes. If particular children cause concern then their name needs to be raised with the Deputy Headteacher so appropriate measures can be put in place to monitor their lunchtime behaviour.

Serious accidents are reported to the Headteacher or Deputy/Assistant Headteacher. Head injuries are reported to the Headteacher or Deputy/Assistant Headteacher and communicated to parents. Copies of the letter are to be kept by the class teacher with the register. All accidents need to be recorded in the accident books which are kept in the first aid boxes in each building. The adult on duty outside should be the one to record injuries in the accident book.

<p>The writing of Brookside Primary School's Behaviour and Discipline Policy has involved children, all staff, Parents and Governors. It is a practical working document, which is reviewed annually by all involved in its implementation.</p>
