



Pupil Behaviour Policy

Updated / Ratified: Autumn 2024

Next Review: Autumn 2025

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1 Introduction

The vast majority of children at Brookside Primary School are always eager to learn and work to the very best of their abilities. They are happy at school and create harmonious friendships with their peers and the adults they share the school with. There are, however, occasions when the behaviour of a small number of children may challenge the happiness of others or make conditions difficult for the class teacher to work effectively. For these reasons the school needs a clear policy regarding behaviour.

2 General Aims

- To provide a happy atmosphere in which children, staff and parents work together for the welfare of the school and its community
- To encourage children to be polite, well mannered, helpful to each other, and to become good citizens
- To strengthen children's interest in learning and to ensure that they are well taught according to their differing ages and abilities
- To foster a sense of pride in attending the school and in taking full advantage of the opportunities offered to learn and to develop

The fundamental principle that underpins our whole approach to school behaviour is that no one / no child has the right to prevent another child from learning or a teacher from teaching.

The general standard of behaviour in school has to be the collective responsibility of the whole staff. Every time a child's unacceptable behaviour goes unchallenged, it is condoned.

These aims are best achieved in the framework of a pleasant environment in which pupils are able to achieve their best in the classroom, on the playground and during extra-curricular activities and school visits.

This, in turn, demands a positive policy of encouraging acceptable behaviour and high standards of work, rewarding and praising wherever possible, and the setting of a good example by both staff and parents.

3 Approaches to Positive Behaviour

3.1 Praise and Encouragement

Praise and encouragement should be used as much and as often as possible. Praise can be given in a number of ways and could include any of the following:

- Words of encouragement
- Positive written comments on the child's work
- A visit to another member of staff or the Headteacher for commendation
- Recognition in front of the class or the whole school
- Acknowledgement by presentation at an assembly or by giving some special privilege
- Display of work
- Inviting parents to see work on occasions other than formal open evenings

3.2 Rewards

Reward systems exist in order to promote and recognise good behaviour and achievement within the children at Brookside Primary School. It recognises those children that are consistently responsible and hard working members of the school community. Rewarding, praise and positive acknowledgement is often the best enhancement of good or outstanding behaviour.

Rewards may be:

- Praising children's work in front of their peers
- Celebrating successes and achievements in assembly
- Stickers / stars / merits
- Table / team points
- The offering of class responsibilities and choice

4 Approaches to Negative Behaviour

4.1 Sanctions

Sanctions are used on those occasions when a child has broken class or school rules. Positive aspects of a child's behaviour are always

reinforced, but reminders and expectations will be made clear to a child on those occasions when their behaviour may become unacceptable. This allows the child to consider the behaviour that is inappropriate and then take the responsibility to change it before sanctions follow.

Sanctions include:

- Moving child to another position within the classroom
- Removal from the classroom to continue work in partner class
- Referral to one of the school's senior teachers who will discuss behaviour with the child
- Missing part of break times or lunch times
- Parents called in to discuss behaviour
- And, rarely, fixed term exclusion according to DfE guidance

This list isn't necessarily in sequence. The nature and severity of the child's conduct decides the action that follows.

4.2 Physical Restraint of a Pupil

In very rare situations, where a child is refusing to follow a reasonable instruction to stop their behaviour, which may;

- Be causing harm to themselves or another person
- Involve damaging property

the law allows staff to physically restrain a pupil using 'reasonable' force.

The need for specific physical restraint training to work with a specific child is under constant review. Any paid employee has the power to use physical restraint should an occasion arise where it would be deemed necessary.

Should a child ever be physically restrained, then the parent/ carer of the child would be notified immediately. Any parent/ carer who requires further information regarding physical restraint can request further details from the School Office.

5 Involvement of Others

For the above aims to be put into practice, pupils, parents / carers, teachers, support staff and governors all need to play their part in making it achievable.

5.1 Pupils

- In order to help achieve the above, the children have the responsibility of deciding their own code of conduct within each class at the beginning of the Autumn Term. These are known as class rules. This allows the children to express what they themselves consider to be acceptable behaviour and what it should look like in their class and on the playground
- Once these class rules are agreed, it is expected the children will have an understanding and a commitment to the positive behaviour expressed by themselves and their peers
- The class rules will be on display in each classroom

5.2 Parents / Carers

- Parents/ carers have a vital part to play by encouraging the children to work and behave well, and by supporting the school's values and ethos
- They can further assist by supporting what the school is doing to encourage good behaviour through their own exemplary behaviour
- If parents/ carers are concerned about any aspect of a child's behaviour (either their own child or a third party), they are encouraged to make an appointment to see a teacher as soon as possible

5.3 Teachers, Support Staff and Other Adults

- Adults need to label the act and not the child
- Adults need to be fair, consistent and thoughtful in their dealings with children's behaviour
- Teachers need to be aware of class management and organisation

- There should be a purposeful working atmosphere within each class
- Class rules to be displayed in each class
- Any sanctions applied will reflect the offence according to the gravity or frequency
- Group punishments, in order to punish an unknown individual, are to be avoided
- Types of behaviour which are to be treated as serious contraventions of the school's commitment to the well-being of every child are outlined on the Serious Behaviour Incident Record
- Behaviour is usually reciprocal – if children are treated in a polite and respectful manner, the expectation should be the same in return

5.4 Governors

- Providing support and valuing the work of the school in its expectations of exemplary pupil behaviour
- Monitoring the implementation of the Pupil Behaviour Policy, informed by information obtained during Governor Visits and at Governing Body Meetings, to ensure that it is being followed consistently across school
- Evaluating the effectiveness of the policy and reviewing the use of sanctions and rewards by ensuring that they are used fairly and consistently
- Collecting data on the impact of the policy on pupil behaviour and identifying areas for improvement as needed
- Ensuring regular review and approving changes to the policy in order that it is kept up-to-date and reflects emerging needs

6 Measures to Prevent Bullying

The measures in place to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, and online harms whether inside out outside of the school environment, including on social networks are to be found within the school's Anti-Bullying Policy

7 Lunchtime Procedure

We expect:

- The children to approach the hall and then sit quietly or line up quietly
- All meals to be consumed at a table and with good table manners
- The children to address the Lunchtime Supervisors by name and with the same regard that they have for other school adults

7.1 Lunchtime Disciplinary Procedure

- Children are expected to respond to any verbal instruction given by any school adult
- Mid-Day Supervisory Assistants will normally deal with minor incidents at lunchtime. They may, however, require the assistance of a member of the school's leadership team for serious misconduct
- Unacceptable behaviour (towards other children or the lunchtime supervisors) is reported to a member of the school's leadership team who will then deal with the situation
- Behaviour issues may be severe enough to warrant recording as such
- Depending on the severity of the incident or if three such reports occur during a timespan equivalent to a school term, parents/carers will be informed that if there is no improvement their child may receive a fixed-term exclusion.

8 Exclusions

It is very rare for the school to have to move to exclude a child. If this is an appropriate course of action to take – taking into consideration any special needs the pupil might have or the home circumstances of the pupil – an exclusion may be processed by any member of the senior leadership team. Due regard to the Local Authority's guidance and procedures for exclusion will be followed and the Admissions officer within the Local Authority will be consulted to ensure forms and procedures are the most up to date and legally accurate.

The process will be fully documented and governors will be informed.

Exclusions are usually for a fixed period of days and parents given 24 hours' notice. A permanent exclusion is always the last resort. We work within the authority's guidelines, which accommodate any appeal from parents.

9 Harmful Sexual Behaviour

Through our PSHE program and internet safety we educate pupils around harmful sexual behaviour and about consent and healthy relationships. Although pupils don't necessarily know the term 'consent', they are taught the concept right from Reception class through our PSHE program. Our educational program aims that we have no, or rare incidences of, sexually-related behaviour. Our staff and governors are kept updated on harmful risky behaviours and have knowledge of 'Sexual violence and sexual harassment', which since September 2022 has been included within Keeping Children Safe in Education.

Where necessary we would follow the Pathway to Provision if extra support were required over and above our own pastoral support, such as through Early Help.

10 Equality, Diversity and Inclusion

At Brookside School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

11 Policy Review

This policy will be regularly reviewed by the Governing Body and updated in line with Policy Schedule set out by Equals Trust.