



Brookfield Primary School Behaviour Policy

Brookfield Mission Statement

We nurture the skills, creativity and confidence of all individuals to realise their full potential. We achieve this within a happy, caring and stimulating environment in which all successes are celebrated

Date agreed: Autumn 2016
Learning and Achievement Committee

Date of Review: Autumn 2017 (annually)

CONTENTS

Our Aims	2
School Rules	2
Guidance for Staff	2-3
Standards of Behaviour	3
School Ethos	3
Classroom Management	4
Behaviour Strategies	4
INSET	4
Rewards	4
Sanctions	5
Sanctions – guidance for staff	5
Consequences of poor behaviour	5
Sanctions Table	6
Class Incident Files	7
Detentions	7
Non-teaching staff	7
Lunch Time Supervision	7
Anti-Bullying	7
Racism	7
Behaviour Outside School	7
Communication	7
Parental Partnership	8
Monitoring and Evaluation	8
Associated Policies and Documents	8
Appendix 1 Criterion for Bookings and Detentions	9
Appendix 2 KS2 Booking and Detention Record	10
Appendix 3 KS2 Detention Forms	11-12
Appendix 4 EYFS and KS1 Behaviour Record	13
Appendix 5 KS1 Detention Form	14
Appendix 6 Letter to Notify Parent(s) of Detention	15
Appendix 7 Racial Incident Form	16
Appendix 8 Contact with Parent(s) Form	17
Appendix 9 Behaviour Incident Form	18-19
Appendix 10 Individual Behaviour Plan	20
Appendix 11 Strategies for positive behaviour: guide for staff	21-22
Appendix 12 Summary of Behaviour Policy for Parents	23-24

We believe that all children at Brookfield have the right to be in a happy and safe school. We have many visitors to school and they often comment on the lovely calm atmosphere in school. We are proud of our school and the children. We believe it is right to praise and celebrate the good behaviour of the majority of our pupils and to support any individual who has difficulty managing their behaviour.

Our Aims

- To enable children to make sensible choices
- For children to make positive relationships
- To promote and reward good behaviour
- To raise self-esteem
- To be safe
- To promote consideration and respect for others and for the environment
- To enable everyone to know what is expected of them
- To encourage a positive liaison between home and school
- To value achievement and show appreciation of good work and behaviour

School Rules

We are kind, honest and polite with everyone.

We listen carefully and follow instructions.

We move sensibly and quietly around the school.

We treat our environment with care.

We keep our hands, feet and objects to ourselves.

Guidance for staff

- At the beginning of every year teachers will discuss these rules with children and compile their own class rules. Rules, rewards and sanctions will be clearly displayed in all classrooms.

Moving about School

- When moving around school children should walk quietly.
- When moving around as a class, children should keep in line order, in pairs and walk on the left of the corridor.
- Pupils should enter and leave assembly quietly.

The Playground

- All classes on the playground side should display playground, pergola and play-frame rules in their windows.
- Sponge and light plastic footballs, skipping ropes and tennis balls may be brought to school in named carrier bags and used in the playground.
- Appropriate small toys (fitting in a coat pocket) are allowed for playtime only. These must not be battery operated. The school will not be held responsible for any loss or damage. Toys seen at inappropriate times will be confiscated until the end of the day.
- Collections of cards and toys for swapping may not be brought to school.
- Football can only be played on the pitch or field according to the rota.
- Ball games should not be played in the playground or car park before or after school.
- Ball games cannot be played against the school building.
- Juniors may bring in fruit, fresh or dried, as snacks at playtime.
- The pergola is a quiet area and can be used by any child to sit and chat, read or draw.
- Children should only sit on the grass bank.
- At wet playtimes members of Year 6 become wet play monitors. Younger children are expected to respect these children, play thoughtfully with their peers and tidy up when asked to.
- When the bell goes, the children walk quickly and calmly to their lines. Teachers will be there to meet them.

Lunchtime

- The Senior Midday Supervisor will check in the contact book and on the staffroom whiteboard for any instructions for the day with reference to classes/individuals.
- Midday supervisors will follow the lunchtime rota for bringing children into the dining hall.
- Children should walk carefully around the hall and sit where an adult asks them to.
- Children sit and eat at a table showing good table manners.
- Children can talk quietly to people sitting near them.

- Children must not get out of their seats. If they need help or have a question they should put up their hand.
- Children must put their hand up when they have finished, and ask to leave.
- Children should pick up any food or rubbish they have dropped before leaving.
- Infant children with packed lunch boxes must have them checked before they leave.
- No child is to collect 'seconds' if they have any food on their plate. They should have eaten a full main course first. 'Seconds' are restricted to one extra pudding.
- Children with packed lunches should take their packaging and left over food home to let parents know how much they have eaten (with sensible exceptions; for example: yoghurt)
- During indoor playtime, children stay in their classrooms and occupy themselves with quiet activities using games, scrap paper and pencils. They clear up just before the bell goes.
- Sweets, nuts, bars of chocolate and fizzy drinks are not allowed. (Except diabetic pupils)
- No breakable containers are allowed.
- No food should be eaten in the classrooms or corridors.

General/Safety

- Pupils with long hair should wear it tied back at school.
- For PE and swimming lessons the correct kit must be worn.
- Children are only allowed to wear watches and plain gold or silver studs for pierced ears. (These must be removed for PE lessons.) Unsuitable jewellery will be sent home.
- Mobile phones should not be brought to school.
- Children do not come into the classrooms at break times unless they are with a teacher.
- Children may only bring money into school when asked, for example: swimming money and trip money. It should be in a clearly labelled envelope and given to the teacher as soon as possible.
- Children must ask permission before leaving the room and should never leave the building during the school day, unless they are with an adult who has reported to the office.
- The toilets should be used properly and pupils must always wash their hands.

Standards of Behaviour

We work towards standards of behaviour based on honesty, respect, consideration and responsibility:

Types of behaviour we encourage:

- Honesty
- Fairness
- Politeness
- Ability to know right and wrong
- Keeping promises
- Respect for others, their views
- Respect for possessions
- Acting considerately towards others
- Taking responsibility for one's own actions
- Care for the environment
- Being a good friend

Types of behaviour we discourage:

- Dishonesty and deceit
- Cheating
- Verbal or physical aggression
- Bullying
- Discrimination
- Cruelty
- Violence
- Vandalism
- Theft
- Temper tantrums
- Invading other's personal space
- Bad language

School Ethos

The adults at school have an important responsibility to model high standards of behaviour, both in dealing with children and each other. As adults we aim to:

- Create a positive climate with high but realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote honesty and courtesy, through example.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and an understanding of the needs of others.
- Ensure fair treatment regardless of age, race, gender, ability and disability.
- Show appreciation of the efforts and contributions of everyone.

All staff in the school must encourage and reward good behaviour. Poor behaviour should be challenged; to ignore it would be to condone it.

Classroom Management

Children behave well when they enjoy their learning and when tasks and activities meet their individual needs. Lessons should be differentiated and children should be actively involved in their learning. The children's efforts should be valued and constructive feedback should be given throughout lessons, and in marking. The classroom should be organised to promote independence and should be a tidy and welcoming environment. Praise should be used to encourage good behaviour as well as good work. (See the school's Teaching and Learning Policy).

Behaviour Strategies

Through PHSE & Citizenship children have the opportunity to discuss and learn which behaviours are acceptable and which are not. They learn the benefits of good manners and good behaviour as well as the consequences and impact of unacceptable behaviour such as bullying.

We promote and reward good behaviour. When there is a need to focus on a specific type of behaviour we plan special weeks, for example 'Good Manners' Week. Other successful strategies for improving the behaviour of challenging classes or individuals include:

- Credit Weeks
- Behaviour Support Team to work with the year group
- Circle of Friends
- Peer Mentoring
- Friendship groups
- Lunchtime clubs
- Individual behaviour plans
- Report cards

Members of staff have the legal power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The term 'reasonable force' covers a broad range of actions: from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight, or to prevent violence or injury. At Brookfield it would be rare to use 'reasonable force', however we recognise that there may be an occasion where it would be appropriate in order to prevent a child from injuring themselves or someone else. (See DfE guidance 'Use of Reasonable Force: advice for head teachers, staff and governing bodies'.)

INSET

At the start of each academic year the behaviour policy is reviewed with all staff and is part of the induction of new staff. Support is given to staff with behaviour management by senior staff and is monitored through lesson observation. Staff also have the opportunity to attend training as part of their own development and when necessary to improve their behaviour management. Staff share good practice at staff meetings.

Rewards

We believe that rewards have a motivational role, helping children see that good behaviour is valued. They should be used consistently across the school. The range of rewards available to pupils at Brookfield includes:

- Verbal praise - public, private, to individuals and groups
- Opportunity to go and show good work to other classes in phase group, or to head / deputy
- Stickers
- Positive contact with parents – at the gate, phone call home, letter
- Sharing work in achievement assembly
- Certificate in achievement assembly (2 pupils per week)
- House points
- Name displayed under the happy face / sunshine
- Good work / behaviour slips sent home
- Individual star charts
- Raffle tickets
- Lunchtime certificates
- Displaying pupils' work
- Golden Time in KS1 (15 minutes)
- Rewards devised by individual teachers to meet the specific needs of their class e.g. Secret Student; Star of the week; Table of the Week.

Sanctions

At Brookfield we use sanctions to register the disapproval of unacceptable behaviour. Before any sanction is given, staff should spend time listening to the explanations of children involved in the incident. The appropriate sanction should then be carried out as soon as possible.

Guidance for all staff

When disciplining a child the adult will:

- be clear and specific about the facts;
- speak calmly, firmly and with confidence;
- speak to the child away from their peers;
- explain why the child is in trouble and discuss the behaviour that would have been more appropriate;
- make it clear that it is the inappropriate behaviour that is not acceptable, rather than the child;
- describe what changes in behaviour are required to avoid further sanctions;
- ensure the child understands why a sanction is being given.

The child being disciplined must:

- listen carefully to the adult and make eye contact (where appropriate);
- be given the opportunity to explain their point of view;
- be encouraged to take responsibility for their behaviour and the choices they made.

Staff will not:

- be drawn into an argument, confrontation or negotiation with the child;
- shout directly at the child being disciplined;
- intentionally humiliate the child;
- use emotive language such as 'idiot' or 'stupid';
- use group punishments.

There should be a clear distinction between minor and serious misconduct and the sanctions should be appropriate to the age, character and understanding of the individual child.

Consequences of poor behaviour

Children understand that poor behaviour spoils school for themselves and for others. It can disrupt lessons, or result in children getting hurt. Children who choose not to engage in lessons, or choose not to complete the work set at school or at home, are also demonstrating poor learning behaviour and sanctions will be given. If a child does not complete sufficient work in a lesson, it is the teacher's responsibility to keep the child in at playtime to complete the work. If this becomes a persistent problem the teacher will inform the parents and the work may be sent home to be completed. In a minority of cases where there is a lack of support at home, or parents are unable to support their child, the child can attend a lunchtime homework club.

	EYFS	KS1	KS2
<p>Sanctions for Minor and Low Level incidents:</p> <p>Usually this system is effective in stopping children from spoiling lessons. Certain behaviours are completely unacceptable in the classroom and may result in the child being sent out to another teacher immediately. Parents will be informed should this happen.</p>	<ul style="list-style-type: none"> Warning given and name added to the sad list. Time-out chair for 3 to 5mins depending on the age of the child. (use a timer) 	<ul style="list-style-type: none"> Warning given and name on sad list. 3 warnings in one day = miss 5 minutes of playtime (recorded in incident file) Time out within the classroom at the class work station for a fixed period of no longer than 10 minutes 	<ul style="list-style-type: none"> Warning given and name on board. 3 warnings in one day = booking. (recorded in incident file) Time out within the classroom at the class work station for a fixed period of no longer than 10 minutes Miss playtime
<p>Sanctions for High Level Incidents:</p> <p>All higher level incidents should be recorded on the appropriate incident form and kept in the class incident file.</p> <p>Parents will be informed.</p>	<ul style="list-style-type: none"> Time-out of class with the Teaching Assistant – recorded in class incident file and discussed with parents. 	<ul style="list-style-type: none"> Detention - recorded in incident file and discussed with parents. Sent to another class - recorded on 'Time out of Class' slip and discussed with parents. Removal from the playground at lunchtime. 	<ul style="list-style-type: none"> Immediate detention - recorded in incident file and discussed with parents. Sent to another class - recorded on 'Time out of Class' slip and discussed with parents. Removal from the playground at lunchtime.
<p>Where appropriate, children who have misbehaved should either write a letter of apology to the person concerned, or apologise in person. Adults will support individuals to do this in a meaningful and appropriate way.</p>			
<p>Sanctions for Serious Misconduct:</p>	<p>Serious incidents may include: Serious fighting, violent behaviour, persistent bullying behaviour including racism, stealing, threatening behaviour towards staff, violence towards staff, false allegations made against staff.</p> <ul style="list-style-type: none"> Sent to Head / Deputy In-school exclusion Lunchtime exclusion Fixed term exclusion Permanent exclusion <p>Exclusions are carried out by the head teacher or deputy head teacher following the Local Authority guidelines.</p> <p><i>On rare occasions, a child with complex needs and/or chronic development delays may need to be treated with a little more leniency on account of their condition, but dangerous and/or persistent behaviour that presents as violence towards staff will not be tolerated.</i></p>		
<p>Sanctions for persistent behaviour issues:</p>	<p>For a very small minority of children it is sometimes necessary to monitor behaviour further. If a child does not respond to the sanctions for minor incidents, the class teacher and phase leader will meet with parents to discuss the child's behaviour, and agree a behaviour plan. Strategies may include:</p> <ul style="list-style-type: none"> ➤ Sticker chart with specific individual targets to work towards. ➤ Withdrawal of playtimes and lunchtimes. ➤ Contact book where the teacher records positive behaviour as well as unacceptable behaviour. ➤ Work with our ELSA (Emotional Literacy Support Assistant). ➤ Friendship groups. ➤ Regular meetings and/or telephone calls with parents to update them on progress. ➤ Advice may also be sought from senior staff and Inclusion Manager. <p>If the behaviour does not improve the head teacher or deputy becomes involved and the child is put 'On Report'. Regular review meetings will be held between parents, class teacher and a senior member of staff, and an improvement in the child's behaviour will be expected. If no improvement is seen, additional specialist advice may be sought from the Educational Psychologist or Sutton's Behaviour Support Team.</p>		

Class Incident Files

Each class teacher is responsible for maintaining the class behaviour file. This includes a record of incidents and sanctions given (appendices 2-5). Discussions with parents are recorded on a parent contact sheet (appendix 8).

Detentions

(See appendix 1 for criterion for bookings and detentions.) Detentions are 15 minutes long and are completed with the class teacher at break or with a senior teacher at lunchtime. After three detentions in any one term subsequent detentions will be 30 minutes. During detention the child will complete a detention form stating the reason for the detention and suggesting ways in which he/she could modify their behaviour in the future. A copy of the detention report and a letter from the class teacher will be given to the parent to sign and comment on (appendix 6).

Non-Teaching Staff

All non-teaching staff must challenge pupils' poor behaviour and use the guidelines, rewards and sanctions as outlined in this policy. Before giving an immediate detention, the incident must be discussed with the class teacher or a senior member of staff, and an incident form will be completed.

Lunchtime Supervision

At lunchtimes play supervisors and midday supervisors (MDSV) organise games and activities and encourage children to play co-operatively. Incidents of both good and bad behaviour are recorded by MDSV in their contact books. These are left in the staff room and checked daily by a senior member of staff.

MDSV have the following sanctions for dealing with minor and low level sanctions:

- Warnings – to remind the child of the rules
- Time out by the wall up to 7 minutes for infants and up to 10 minutes for juniors.
- Any concerns or incidents should be recorded in the midday supervisor's book and the class teacher should be informed.
- The senior midday supervisor is also available to support with behaviour issues at lunchtime.
- The School Council suggested a 'Red' and 'Green' card system to improve playground behaviour at lunchtimes. This will be trialled in the Summer Term.

High level incidents and serious misconduct at lunchtime:

- The child should be taken to a senior member of staff, or a senior member of staff should be called.
- An incident form should be completed by the midday supervisor.

Bullying See *Brookfield's Anti-Bullying Policy*.

Racism

All incidents of racist behaviour are taken seriously and should be reported to the head teacher on the Racial Incident Form (appendix 7). Incidents will be dealt with and recorded in line with the school's behaviour policy.

Behaviour Outside School

Incidents of non-criminal poor behaviour and bullying which occur off the school premises, or online and which is witnessed by a staff member or reported to the school will be investigated. In these instances the school's behaviour policy will be followed. This includes behaviour on school-organised activities and travelling to and from school. The school can also apply sanctions for any negative behaviour that could interfere with the smooth running of the school; pose a threat to another pupil or staff member or could adversely affect the reputation of the school.

Communication

We give high priority to clear communication within the school and to positive partnerships with parents and we recognise that these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in the school are aware of the concerns, and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated with the parents so that strategies can be discussed and agreed before more formal steps are required. When necessary, senior staff will meet with phase group coordinators and update them on any behavioural issues. Any meeting with a parent should be recorded on the 'Parent Contact form' (appendix 8).

Parental Partnership

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. Parents are always welcome to seek advice from the school on matters relating to behaviour. They should never feel that a problem is too small or unimportant to discuss with a teacher. If left to continue, it may escalate or cause unnecessary concern. Teachers are always available at the end of the day to speak briefly to parents. Longer meetings can be arranged at mutually convenient times. A parent should initially discuss any concern about their child with the class teacher. We ask all parents to promote the aims of this policy and their views on behaviour and the management of behaviour are sought annually through the parents' questionnaire.

Monitoring and Evaluation

Senior staff will monitor the class incident files once every half term. Behaviour management is a focus of all lesson observations. Senior staff will formally and informally monitor behaviour management of support staff on a regular basis.

Associated Policies and documents

Brookfield Primary Anti-Bullying policy

Brookfield Primary Home-School Agreement

Brookfield's PSHE & Citizenship policy

DfE 'Behaviour and Discipline in schools – advice for head teachers and school staff' *February 2014*

DfE 'Use of reasonable force – advice for head teachers, staff and governing bodies'

DfE 'Exclusion guidance'

SEN Code of Practice

Appendix 1 – Criterion for Bookings and Detentions
KS2 Criterion for ‘booking’ a child.

Guidance for staff:

Each incident is to be fully investigated and sanctions given at the teacher’s discretion. Any concerns should be discussed with a senior member of staff. Those criteria in red warrant an immediate detention.

If a child has been booked on two or more occasions for similar behaviour then consider an immediate detention. (Any concerns should be discussed with a senior member of staff.)

High Level incidents		Low Level incidents		Minor incidents	
Detention (IMM)		Booking (1, 2 or 3)		Warning (3 warnings = booking)	
Deliberate physical aggression against another child, including kicking and spitting	1	Repeated rough play, including pushing, shoving, play fighting	7	Distracting behaviour (chatting to others or fidgeting at table or on carpet).	17
Vandalism: deliberate destruction of property.	2	Dangerous behaviour e.g. tripping people up	8	Calling out.	18
Racist insults or behaviour	3	Direct disobedience e.g. Ignoring school rules after warning(s)	9	Wasting time e.g. not concentrating, avoiding work, getting out of seat	19
Swearing, obscenities, inappropriate language directed at someone	4	Using equipment incorrectly that results in damage of property, throwing things	10	Using equipment incorrectly e.g. mimicking weapons.	20
Insolent behaviour - being rude to an adult, answering back, lying, running away from an adult	5	Not handing in homework after one warning.	11	Silly behaviour in the dinner hall e.g. pushing in the line.	21
Persistent name calling intended to promote negative reactions	6	Purposefully excluding other children.	12	Other Sanctions	
		Calling other children names.	13	Breaking playground rules – time out on wall	
		Deliberate disruption of a lesson	14	Breaking dining room rules – warning then sit apart from others	
		Winding up or provoking other children from whom they know they will get a reaction. (bullying behaviour)	15	Not completing enough work in the lesson – work completed at break time or sent home	
		Inappropriate language/swearing (not directed at an individual)	16		

When booking a child, please record the number relating to the behaviour, a full description of the incident and whether it is a 1st, 2nd, 3rd booking or immediate detention. For example:

Date	Name	Reason	Criterion No.	1/2/3 or IMM
1-4-2014	A. Child	<i>A. Child refused to allow child B to play their game after being asked by a MDSV to include the child.</i>	12	1 (1 st booking)

If a detention is required, please also record the child’s name on the detention list at the front of the incident file. This is so that staff can easily monitor detentions across the term.

Appendix 2 – KS2 Bookings and Detentions Record

KS2 Detention Record for _____ starting on: _____

Date	Name	Reason	Criterion No.	1/2/3 or IMM

Class: _____

Year Group: _____

Date	Name	Reason	Sanction given	Date parent informed by class teacher

Name: _____

Date: _____

Class: _____

Year: _____

Why did you miss your playtime?

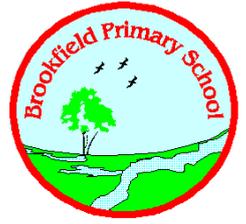


I will try to change my behaviour by:



Brookfield Primary School
Ridge Road
Sutton
Surrey SM3 9LY

Tel: 020 8644 8616
Fax 020 8641 6194
Email brookfieldprimary@suttonlea.org



Date:

Dear Parent,

I am writing to inform you that your child has had a detention this week and enclose a copy of the report he/she wrote during this detention. If you wish to have further details, please contact me through the school office.

As part of our behaviour policy, we give detentions at playtimes (15 minutes is the standard time), these can either be given immediately for behaviour such as using bad language or hurting another child, or after a child has had three warnings for breaking other school rules.

Please complete and return the attached form to acknowledge receipt of this letter.

Yours sincerely

Class Teacher

PLEASE RETURN THIS FORM TO SCHOOL

Date: _____

Child's name: _____

Class: _____

I have received my child's detention report. I am aware this is his/her _____ detention this term.

Comment:

Signed: _____

(parent/carer)

Name: _____

Brookfield Primary School Racial Incident Report Form



Date and time of incident:
 The name of the recipient is:
 Ethnic Group:
 The name of the perpetrator is:
 Ethnic Group:

Teacher: Year:
 Teacher: Year:

The recipient has:

Been left out		Been racially taunted	
Been persistently verbally abused		Had property taken	
Been called a racist name		Had property damaged	
Been hit/kicked		Other (please specify)	
Been intimidated or racially threatened			

Number of people involved:

Location: It happened		Time: It happened	
In class		At lunch time	
In the playground		At break time	
In the corridor		On the way to school	
In the toilets		On the way home	
In room		While lining up	
In the dining hall		In lesson time	
Other school area		Other (please specify)	

Details of incident (continue on reverse, if necessary)

Has this happened before: YES / NO When did it happen? _____

Did you tell anyone? YES / NO

Who did you tell? _____

What did they do? _____

Action to be taken:

Signed: _____ Date: _____

Completed forms should be given to the head teacher.

Contact with Parents / Carers



Date & time:	Child:	Class / Year Group:
Member of staff:		Meeting / telephone call with:
Outline of meeting / concerns raised:		
Agreed Action:		
Signed:		
SMT informed: Yes / No		

Follow-up meeting / phone call:

Date & time:	Member of staff:	Meeting / telephone call with:
Summary of follow-up:		
Signed:		

Brookfield Primary School Behaviour Incident Report Form



Date and time of incident:

Member of staff completing report:

Location:

Time:

Pupils involved and year groups:

Details of incident:

Action to be taken:

Signed by _____

Date: _____

Name _____

Completed forms should be given to the Head teacher.

BROOKFIELD PRIMARY

INDIVIDUAL BEHAVIOUR PLAN

NAME _____

Year _____

DATE OF PLAN _____

DATE OF REVIEW _____



BEHAVIOUR TARGETS

1.

2.

3.

STRATEGIES TO MEET TARGETS

School:

Home:

How will we know things are working? What will we all see?

REWARDS

SANCTIONS

TO BE SIGNED BY

PUPIL

PARENT

HEADTEACHER

Useful Strategies to encourage positive behaviour

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not immediately, later. Avoid telling a child off from across the classroom. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle. Perhaps allow the child to hear someone else being told how well he or she has done. Praise can also be non-verbal: a smile or a thumbs-up.

Three positives before a negative

Before criticising a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will then be more receptive to what is said. Within the class, aim to appreciate three children before criticising one. In the lesson the children will learn that they are more likely to get attention when they behave or work well than when they behave badly.

Acknowledging feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention. Emotional literacy should be held with high importance within our classrooms. Weekly PSHE will be held in all classrooms and will make use of SEAL materials.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Be consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger poor behaviour.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their heads impress children. Put yourself in a position where you can see what is going on and scan for children who are off task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings, for example: "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Maintain frequent contact

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child adult contact.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

At all times but particularly when dealing with disruptive incidents, consider the following:

- your position in the class
- your proximity to disruptive children
- your facial expression
- your tone of voice
- your posture
- your choice of words
- the use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement. This will include:

- Coming into the classroom quickly and quietly
- Treating books and equipment carefully
- Looking at the teacher quickly and quietly when asked to listen
- Starting work quickly
- Following an instruction the first time asked
- Keeping books and possessions tidy
- Keeping physical appearance tidy
- Being polite
- Moving from one task to another without teacher reminders
- Tidying and clearing up
- Getting all equipment needed for a task without being told
- Working hard on a piece of work
- Telling the truth
- Holding the door open for someone
- Listening quietly, looking at the speaker, paying attention
- Handing homework in on time
- Lining up quickly and quietly
- Catching up with unfinished work or work missed due to absence
- Being a good friend
- Saying please and thank you
- Willing to answer questions and make a contribution to group discussions
- Asking for help when they need it
- Remaining calm in a difficult situation
- Walking quietly around school
- Sharing equipment or activity with a classmate
- Listening well in an assembly
- Taking a lot of care or putting thought into a piece of work
- Working well with a group of classmates
- Finding something appropriate to do when they have finished work early
- Listening to another's point of view
- Speaking well in front of a large group
- Telling an adult of a problem in the playground rather than fighting
- Being willing to try something new or difficult
- Letting an adult know if someone is bullying another pupil
- Asking before they borrow something
- Carrying out a classroom job willingly and doing it well
- Taking a visitor to their destination rather than just directing them
- Offering to help without being asked
- Bringing appropriate books and equipment to the lesson
- Taking turns and waiting for others



Summary of Behaviour Policy for Parents

School Rules

- We are kind, honest and polite with everyone.**
- We listen carefully and follow instructions.**
- We move sensibly and quietly around the school.**
- We treat our environment with care.**
- We keep our hands, feet and objects to ourselves.**

Standards of Behaviour

We work towards standards of behaviour based on honesty, respect, consideration and responsibility:

Types of behaviour we encourage:

- Honesty
- Fairness
- Politeness
- Ability to know right and wrong
- Keeping promises
- Respect for others, their views
- Respect for possessions
- Acting considerately towards others
- Taking responsibility for one's own actions
- Care for the environment
- Being a good friend

Types of behaviour we discourage:

- Dishonesty and deceit
- Cheating
- Verbal or physical aggression
- Bullying
- Discrimination
- Cruelty
- Violence
- Vandalism
- Theft
- Temper tantrums
- Invading other's personal space
- Bad language

Rewards

We believe that rewards have a motivational role, helping children see that good behaviour is valued. They should be used consistently across the school. The range of rewards available to pupils at Brookfield includes:

- Verbal praise - public, private, to individuals and groups
- Opportunity to go and show good work to other classes in phase group, or to head / deputy
- Stickers
- Positive contact with parents – at the gate, phone call home, letter
- Sharing work in achievement assembly
- Certificate in achievement assembly (2 pupils per week)
- House points
- Name displayed under the happy face / sunshine
- Good work / behaviour slips sent home
- Individual star charts
- Lunchtime certificates
- Displaying pupils' work
- Golden Time in KS1
- Rewards devised by individual teachers to meet the specific needs of their class e.g. Secret Student, Star of the week, Table of the Week

Consequences of poor behaviour

Children understand that poor behaviour spoils school for themselves and for others. It can disrupt lessons, or result in children getting hurt. Children who choose not to engage in lessons, or choose not to complete the work set at school or at home, are also demonstrating poor learning behaviour and sanctions will be given. If a child does not complete sufficient work in a lesson, they will be kept in at playtime to complete the work. If this becomes a persistent problem the teacher will inform the parents and the work may be sent home to be completed.

Detentions

Detentions are 15 minutes long and are completed with the class teacher at break or with a senior teacher at lunchtime. After three detentions in any one term subsequent detentions will be 30 minutes. During detention the child will complete a detention form stating the reason for the detention and suggesting ways in which he/she could modify their behaviour in the future. A copy of the detention report and a letter from the class teacher will be given to the parent to sign and comment on.

Lunchtime Supervision

At lunchtimes play and midday supervisors organise games and activities and encourage children to play co-operatively. Incidents of both good and poor behaviour are recorded by midday supervisors in their contact books. For minor and low level behaviour verbal warnings are given followed by time out by the wall. For serious incidents in the playground children are brought directly to the head teacher and a detention may follow. In extreme cases where children are continually disruptive at lunchtime, parents will be contacted by the class teacher and the child may be excluded at lunchtime.

	EYFS	KS1	KS2
<p>Sanctions for Minor and Low Level incidents:</p> <p>Usually this system is effective in stopping children from spoiling lessons. Certain behaviours are completely unacceptable in the classroom and may result in the child being sent out to another teacher immediately. Parents will be informed should this happen.</p>	<ul style="list-style-type: none"> Warning given and name added to the sad list. Time-out chair for 3 to 5mins depending on the age of the child. (use a timer) 	<ul style="list-style-type: none"> Warning given and name on sad list. 3 warnings in one day = miss 5 minutes of playtime (recorded in incident file) Time out within the classroom at the class work station for a fixed period of no longer than 10 minutes 	<ul style="list-style-type: none"> Warning given and name on board. 3 warnings in one day = booking. (recorded in incident file) Time out within the classroom at the class work station for a fixed period of no longer than 10 minutes Miss playtime
<p>Sanctions for High Level Incidents:</p> <p>All higher level incidents should be recorded on the appropriate incident form and kept in the class incident file.</p> <p>Parents will be informed.</p>	<ul style="list-style-type: none"> Time-out of class with the Teaching Assistant – recorded in class incident file and discussed with parents. 	<ul style="list-style-type: none"> Detention - recorded in incident file and discussed with parents. Sent to another class - recorded on 'Time out of Class' slip and discussed with parents. Removal from the playground at lunchtime. 	<ul style="list-style-type: none"> Immediate detention - recorded in incident file and discussed with parents. Sent to another class - recorded on 'Time out of Class' slip and discussed with parents. Removal from the playground at lunchtime.
<p>Where appropriate, children who have misbehaved should either write a letter of apology to the person concerned, or apologise in person. Adults will support individuals to do this in a meaningful and appropriate way.</p>			
<p>Sanctions for Serious Misconduct:</p>	<p>Serious incidents may include: Serious fighting, violent behaviour, persistent bullying behaviour including racism, stealing, threatening behaviour towards staff, violence towards staff, false allegations made against staff.</p> <ul style="list-style-type: none"> Sent to Head / Deputy In-school exclusion Lunchtime exclusion Fixed term exclusion Permanent exclusion <p>Exclusions are carried out by the head teacher or deputy head teacher following the Local Authority guidelines.</p> <p><i>On rare occasions, a child with complex needs and/or chronic development delays may need to be treated with a little more leniency on account of their condition, but dangerous and/or persistent behaviour that presents as violence towards staff will not be tolerated.</i></p>		
<p>Sanctions for persistent behaviour issues:</p>	<p>For a very small minority of children it is sometimes necessary to monitor behaviour further. If a child does not respond to the sanctions for minor incidents, the class teacher and phase leader will meet with parents to discuss the child's behaviour, and agree a behaviour plan. Strategies may include:</p> <ul style="list-style-type: none"> ➤ Sticker chart with specific individual targets to work towards. ➤ Withdrawal of playtimes and lunchtimes. ➤ Contact book where the teacher records positive behaviour as well as unacceptable behaviour. ➤ Work with our ELSA (Emotional Literacy Support Assistant). ➤ Friendship groups. ➤ Regular meetings and/or telephone calls with parents to update them on progress. ➤ Advice may also be sought from senior staff and Inclusion Manager. <p>If the behaviour does not improve the head teacher or deputy becomes involved and the child is put 'On Report'. Regular review meetings will be held between parents, class teacher and a senior member of staff, and an improvement in the child's behaviour will be expected. If no improvement is seen, additional specialist advice may be sought from the Educational Psychologist or Sutton's Behaviour Support Team.</p>		

We believe that all children at Brookfield have the right to be in a happy and safe school. We have many visitors to school and they often comment on the lovely calm atmosphere in school. We are proud of our school and the children. We believe it is right to praise and celebrate the good behaviour of the majority of our pupils and to support any individual who has difficulty managing their behaviour.