



Brook Street Primary School
Whole School Behaviour Policy

Written Sept 2024

This Version Sept 2025

Due for review Sept 2026

Changes to this Policy

Version	Key Changes	Date
Ver 1.1	Changes made during Nov 2020 review of Nov 2017 Policy <ul style="list-style-type: none">• Values system replaced with Jigsaw• Revised school vision included• Sections added on anti-bullying statement, powers to search pupils, behaviour beyond the school gate and malicious allegations.	Nov 2020
Ver 2.1	<ul style="list-style-type: none">• Changes made to language for clarity and emphasis• Additional statement about making reasonable adjustments.	July 2023
Ver 2.2	<ul style="list-style-type: none">• Changes made to language and terminology• Make additions for clarification	Sept 2025

Introduction

Brook Street School aims to give children a sound start in their education. We aim to maximise children's progress, achievements, self-esteem and self-discipline. We encourage pupils to become self-disciplined, self-motivated and to have a positive attitude to becoming independent learners and thinkers.

The aim of this policy is to enable the school to operate to its best advantage, without being distracted by behaviour or attitudes which are contrary to its social and moral values. We aim to have a happy school where we can develop children's confidence, give them a wide range of opportunities and support them to reach their full potential. This is reflected in our school vision.

We want Brook Street to be a community where everyone feels safe and happy, so that we may all grow in confidence, embrace opportunities and reach our full potential.

We will therefore work together so that:

Everyone in the community has the confidence to be themselves.

All children have the confidence to welcome and accept others and celebrate our differences.

All children have the confidence to make the right choices and to learn from any mistakes.

All children have the confidence to make a contribution.

All children have the confidence to dream big.

All children have the opportunity to develop creatively and artistically.

All children have the opportunity to be active and healthy citizens.

All children have the opportunity to explore their environment and to discover and experience the wider world.

All children believe in the transformational power of their own potential

All children understand and explore their own individual unlimited potential

All children achieve their academic potential

All children realise their wider potential

Relationships are at the heart of achieving this. Fundamental to achieving a happy and prosperous school are positive relationships between pupils, parents and staff. They need to be based on mutual respect, honesty and the belief that we are all working together towards a common goal. The modelling of positive behaviour by all adults will both develop these relationships and embed mutual respect. Good manners and caring attitudes must be an accepted norm.

Behaviour

Good behaviour, at all times, should be the expected norm. It must be an accepted principle that nobody has the right to display behaviour which stops learning from taking place, makes others feel uncomfortable, unsafe or unhappy, or which damages property.

Although this should be the expected norm, good behaviour should be positively reinforced. Praise and recognition can take many forms and the school uses a wide range of tools to support good behaviour. Fundamental to the success of this is that the children value positive reinforcement, hence why positive relationships are so crucial. It is also important that senior staff review the impact of the positive reinforcements to ensure they are effective.

Failure to display good behaviour will result in appropriate consequences and sanctions. This is to discourage poor behaviour, ensure physical and emotional safety and to highlight the positive outcomes from good behaviour.

Rules & Core Principles

For this policy to work effectively it must have a generally accepted base and be applied consistently. Children have a very strong and innate sense of fairness. The application of this policy must both be fair and be seen to be fair for it to be most effective. It is also expedient that any set of rules should be simple so that they are understood by all. To that end Brook Street has three very simple principles which cover all aspects of good behaviour

1. **Look after yourself** – Taking care of yourself, your work and belongings, your attitude towards yourself and meeting your responsibilities.
2. **Look after others** – Taking care of friends and classmates, teachers and other adults in school, visitors and parents. Displaying the right attitude to others and meeting your responsibilities to them.
3. **Look after the school** – Taking care of property and equipment, the building and surroundings and the image and reputation of the school.

These in turn have given rise to a set of six simple school rules which have been agreed through consultation with staff and pupils. Again, it is the consistency of application of these rules which is fundamental to the success of this policy and as a result to consistent good behaviour in school.

Brook Street School Rules

1. Listen when spoken to.
2. Be pleasant and polite.
3. Do your best and concentrate on your work.
4. Do as you are asked.
5. Look after everybody's property.
6. Always tell the truth.

In addition, each individual class and group will have their own expectations and class-based procedures to ensure the smooth running of learning as outlined above. These will always compliment the fundamental core school rules and the principles set out in this policy. It is important that the children understand both the school rules and any additional class expectations that they are required to abide by.

We are also a Kidsafe School and a Jigsaw School and the themes and values which underpin these also underpin our relationships and our approach to securing good behaviour and feature in weekly assemblies. School also continues to use the 4 tenants of You Can Do It as a framework for celebrating good behaviour and positive attitudes at the weekly Pupil of the Week Assemblies and half termly Congratulations Assemblies. These are:

- Confidence
- Organisation
- Getting Along
- Persistence

Positive Consequences for Good Behaviour

The rewarding of good behaviour is essential to build up self-discipline and self-esteem. At Brook Street School, we believe that children should be encouraged to behave well and work hard. We would like children to work hard for the pleasure of the task and behave well for the internal satisfaction but recognise that rewards and external consequences are necessary as well. We use the following rewards

Verbal Praise

A simple 'well done' or 'thank you' can often go a long way. They are immediate, part of the fabric of wider life and can also be modelled between adults.

Stickers

In the infants and lower key stage two, stickers are used on a daily basis to reward good behaviour and work. They are also used at lunchtime to encourage children to eat all of their dinner and for good behaviour. Many children in upper key stage two also appreciate a sticker but this is best applied on a case by case basis to ensure they are appreciated.

Visit to Headteacher or Deputy Headteacher

The opportunity to show one's work to another adult implies that it is of high quality and is in itself praise. This also gives the child the opportunity to talk about their work and receive feedback from the Head or Deputy.

You Can Do It Cards

These can be given out by any adult for any of the 4 foundations of YCDI. When children have collected 9, 2 of each and any other one, they can exchange this for a Brook Street Pound.

Brook Street Pounds

For every 9 YCDI cards children earn 1 Brook Street Pound. Brook Street Pounds can also be given out individually by adults in recognition of good work or behaviour. These are saved and children can spend them in the shop at the end of each half term. Every child starts the year with 3 Brook Street Pounds and they earn interest of 1 pound for every 5 they have saved.

Handwriting Certificates & Pens

A handwriting pen is given out weekly to the child who has improved their handwriting or presentation or made a big effort in a piece of work. Handwriting certificates are given out, along with a pen half termly.

Pupil of the Week

There is an assembly once a week to reward a pupil from each class on one of the 4 foundations of YCDI. Pupils receive a certificate, KS1 pupils receive a rosette and KS2 pupils receive a metal pin badge.

Congratulations

At the end of every half term, congratulations assemblies are held where groups of pupils are congratulated for their progress in work or behaviour, based on the 4 foundations of YCDI. Parents are invited to these assemblies. Other awards outlined here are also presented at these assemblies.

The Barker Shield

Every half term nominations are invited for this award based on the value that has been the focus during the half term. The recipient(s) are presented with the shield and receive a special certificate.

The Mr Potter Resilience Award

Every Half Term we recognise one child who has shown considerable resilience. This award is named after a former pupil of the school who has re-established links with us.

The Most Improved Reader

Every half term each class has a most improved reader. This is either as a result of their performance on the Star Reader Test or because of their efforts in reading. They are escorted to a local book shop and school buys them a book of their choice.

Subject Specific Awards

As we have developed our curriculum subject leaders have wanted to celebrate good work in their individual subject and a range of awards for individual subjects are also used to reward children such as 'Scientist of the Term'.

Record of Achievement Books

A record of each pupil's achievements is kept in an individual Record of Achievement book. A copy of each award or certificate is pasted into the book. The receive this book during the year 6 leavers assembly at the end of their primary school career.

'Happy Keepy' Files

This is a collection of all of a child's good work during their time at Brook Street School and similar to the record of achievement books, is presented at their leaver's assembly.

The Mr Fisher Award

At the end of year 6 we give an award to the best mathematician and the most improved mathematician. This prize is named in honour of a former Chair of Governors and the winners each receive a maths dictionary, a scientific calculator and a certificate.

Negative Consequences and Sanctions for Poor Behaviour

Sometimes it is necessary to discourage children from displaying poor behaviour, to encourage them to display good behaviour or to indicate to them that their behaviour is unacceptable. At Brook Street School we place the onus for poor behaviour on the child and use the language of 'choice' when discussing it so that children have the opportunity to avoid any negative consequence and avoid repetition of that behaviour. Whenever possible we encourage the pupils themselves to reflect on their own behaviour and to resolve any disputes with others themselves, thus taking responsibility for their own actions.

At Brook Street we use a system of explicit and logical consequences which, where appropriate, are linked to the inappropriate behaviour. These are not designed to punish the child but to illustrate and reinforce that there is a consequence to inappropriate behaviour and/or to remove them from any situation which may deteriorate or pose a risk to other children or adults.

Day to Day Classroom Strategies

Each teacher and teaching assistant will have a range of strategies they use to manage the class on a day to day basis. These exist before there is a need to apply the formal sanction system but focus, in keeping with the core principles of the policy, on the facilitation of learning for all. As examples of these strategies; children may be asked to move to a different table, may be moved to sit with an adult or to sit and work on their own. They may have to miss out on free time, to complete a particular activity or to do some of the work again if it is of an unacceptably poor standard relative to that child. This list is illustrative, not exhaustive.

Sanction System

The sanction system is in place to support teaching staff with adherence to the school rules and to provide the children with clarity and consistency. It is important when a sanction is applied that the member of staff refers specifically to the rule which has been broken so that the child understands why the sanction has been applied.

The sanction system is a series of cumulative steps that are put in place for any incidence of poor behaviour. A child may display the same poor behaviour repeatedly during the day or they may display different poor behaviours in different contexts. Whichever is the case, each incident of poor behaviour has a cumulative effect.

Whilst the principles of good behaviour and the school rules are the same in every phase and key stage of the school, the sanction system and its application will vary depending on the age of the children. Consistency is however crucial so that children have the expectation that good behaviour is the accepted norm at Brook Street.

Lunchtime – Midday Supervisors have a range of strategies at their disposal to manage behaviour during lunchtime. These again are a sequence of consequences.

1. A verbal warning
2. Timeout, which is then passed onto the teacher to record in line with the sanctions below.
3. The child is brought into to see the HT or DHT. The situation will be dealt with on an individual basis.

Foundation Stage Unit

Step	Sanction
A verbal warning is given	n/a
The child is given time out 3, 4 or 5 minutes	Parents are informed
The child is excluded from an area or an activity	
The child is given a unit exclusion 3, 4 or 5 minutes	
The child is taken to the HT or DHT	Parents are asked in to discuss behaviour

Key Stage One

Step	Sanction
A verbal warning is given	n/a
The child's name goes on the board Sam	They miss five minutes of their next play or lunch.
A tick goes against their name Sam ✓	They miss the whole of their next play or 15 minutes of lunch.
Their name goes on the board again Sam ✓ Sam	
A tick goes against their name again Sam ✓ Sam ✓	They are sent to the HT or DHT

Key Stage Two

Step	Sanction
A verbal warning is given	n/a
The child's name goes on the board ST	They miss five minutes after school
A tick goes against their name ST ✓	They miss ten minutes after school and complete a report sheet
Their name goes on the board again ST ✓ ST	
A tick goes against their name again ST ✓ ST ✓	They are placed on a behaviour report 'white' card

If a child gets two report sheets in a day or three in a week they also go onto a behaviour report 'white' report card. In exceptional circumstances, children in year 2 may be placed on a behaviour report card also.

Behaviours that warrant an instant report sheet.

This list is not exhaustive however examples of behaviours that would warrant an instant report sheet include.

- Physical aggression towards another pupil
- Rudeness to an adult
- Lying
- Deliberate damage to others property

Procedure for a Behaviour Report Card

A child is on a behaviour report card (white card) for five days starting the day after they are placed on it. At the end of each session, the adult leading the session records the child's overall behaviour in that session using a happy, straight or sad face. The following outcome is then applied...

- A happy face – The child is free to go
- A straight face – The child misses 5 minutes (either at break, dinner or after school)
- A sad face – The child misses 10 minutes (either at break, dinner or after school)

At the end of the 5 days of the white report card there needs to be a full day of happy faces for the child to come off the white card. If this is not the case they have a 6th day to try again. If they are unable to complete a full day with happy faces the HT will contact their parents.

Whilst on a white card the child loses any access to privileges within school, this would include school trips, football, clubs or visitors.

Strategies and Sanctions for More Serious Poor Behaviour

Occasionally there will be episode of more serious poor behaviour, such as fighting, theft, defiance and disruption or extreme rudeness, where the measured application of the sanction system is not appropriate. In these situations, the matter will be referred to the Headteacher or in their absence, the Deputy Headteacher

Each situation will be dealt with on an individual basis and the appropriate course of action determined. In every case an agreed and understood account of the events and incident need to be established first. Despite telling the truth being one of the core school rules it is foreseeable that versions and accounts of an incident will vary. In these situations, the Headteacher will need to proceed based on the 'most likely' version of events using a 'balance of probabilities' approach. Children will always be reminded that honest is highly valued and telling the truth is a mitigating factor in deciding outcomes.

The list of possible sanctions below is not exhaustive. It represents some of the sanctions that may be put in place based on each individual case.

- Childs parents are invited in to discuss the incident.
- A behaviour log or home-school book
- Letter of or verbal apology
- Immediate application of a behaviour report (white) card
- Break and lunchtime monitoring
- Internal break and lunchtime exclusion
- Internal classroom exclusion
- Fixed term exclusion from school (see below)
- Permanent exclusion from school (see below)

Procedures for On-going Concerns about a Pupils Behaviour

Where there is on-going concern about a pupil's behaviour, his or her parents will be invited into school to meet with a member of the Senior Leadership Team. This meeting will be solution focused and allow all parties to explore any factors which might be effecting the pupil and to discuss and agree on strategies to help the pupil improve their behaviour.

If this is not effective, other strategies and support may need to put into place including guidance and support from the Lead Teacher for behaviour and/or the SENCo, the writing of an Individual Behaviour Plan, input and support from the Pupil Referral Unit or referral to a specialist teacher or an Educational Psychologist. These strategies, whilst not frequent, will be implemented with full discussion with the pupil's parents and with permission in the case of the Educational Psychologist. Alternative provision or a managed move may also be considered if it is appropriate.

In very exceptional circumstances a pupil may be excluded from school. This will only be done if it is felt there is a risk to themselves or others, where it is deemed to clearly demonstrate to the child that their behaviour was dangerous or unacceptable or when there is no effective alternative. The Local Authority will be informed and in the case of a fixed term exclusion a return to school plan will be agreed and supported.

In all of these circumstances the leadership of the school will need to balance the needs of the individual with the needs of the rest of the school community and where the individual has clearly identified additional needs will need to ensure that reasonable adjustments have been put in place to support them and that the appropriate advice has been sought and actioned.

Anti-Bullying Statement

As a school we recognise that bullying can and does happen at Brook Street School. However, we are rightly proud that pupils report that it is rare and always dealt with swiftly by staff. Bullying in any form is not tolerated by the school and we will take action to deal with it when identified.

As already outlined in this policy, relationships are essential for good behaviour and the same is true to prevent bullying. Modelling of positive, healthy relationships by staff and effective PSHE will go a long way to preventing any bullying. However, in the event that any bullying is identified it will be dealt with swiftly and seriously.

As a school we classify bullying as any negative or upsetting behaviour directed to a pupil that is

Several Times on Purpose & From a Position of Power

In most cases the bully/bullies will be challenged and given the opportunity to change their behaviour. However, in the case of more serious bullying or that which does not stop when challenged, this will be viewed as more serious poor behaviour and will be addressed in line the policy statement above.

Incidents of bullying are recorded on the individual pupils record within CPOMS as an 'incident' and linked to behaviour.

We have a separate anti-bullying policy which compliments and expands on what is written here.

Power to Search Pupils

As set out in DfE guidance on Behaviour and Discipline in schools, there are two sets of legal provisions which allows school staff to confiscate item from pupils.

1. The General Power to Discipline – This enables members of staff to confiscate, dispose of or retain pupil's property as a punishment so long as it is reasonable for them in the circumstances.
2. The Power to search without Consent – This is for prohibited items which include; knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that may be used to commit an offense or any item prohibited under the school rules.

There are clear guidelines on what should be done with each item that is confiscated.

In a primary school it is rare that a member of staff will have to search a pupil but in the event it should be done in a non-threatening and considerate manner, in the presence of another member of staff and with the pupil fully informed of what is happening and why.

Poor Behaviour Beyond the School Gate

Brook Street School is rightly proud of the good reputation we have in the community and the almost universal praise we receive from members of the public when out on trips. As a result, we value our reputation for good behaviour from our pupils.

Where we become aware of poor behaviour beyond the school gate from one of our pupils we will consider if it is appropriate for the leadership of the school to intervene. The reasons for this include protecting the reputation of the school or safeguarding the pupil from dangerous behaviour. As a school we have a separate policy concerning online safety and acceptable use of technology but it is worth stating here that inappropriate behaviour online by pupils of our school will be considered as poor behaviour beyond the school gate and will be considered for further action.

We will always inform the parents of these behaviours and will consider further, additional action, on a case by case basis. Where we are aware of illegal activities by one of our pupils this will always be reported to the police.

False or Malicious Allegations Against Staff

Allegations against staff are thankfully extremely rare. Where they occur, they are always followed up in-line with strict policy and procedure. It is important to recognise in these situations that both the pupils and the staff involved will need emotional support and that school has a crucial role to play in this.

It is possible, but hopefully extremely unlikely, that a pupil will make a false or malicious allegation against a member of staff. Any such allegation represents a significant threat to that member of staff's emotional wellbeing and financial security and as a result such an allegation will be viewed as extremely serious.

In such an event school will seek external support from HR, the Local Authority, Unions and legal advisors to determine the most appropriate course of action. However, it is important that school states clearly that it retains the right to exercise the full weight of its powers in any such case.

Positive Handling, Support and Intervention

Permitted Restraint

This involves the physical restraint of a child by a member (or members) of staff in order to control a child's behaviour. Restraint may only be used in the following circumstances:

- To prevent the child harming themselves.
- To prevent the child harming others.
- To prevent damage to property.

Restraint should be used rarely, and staff should not use physical force for any reasons other than the above. If physical restraint is used to control a pupil, then the Headteacher must always be informed and the incident should be logged.

When using restraint, staff must adhere to the following guidelines:

- Only the amount of force necessary to secure control must be used.
- There must be no element of punishment involved in the restraint.
- The restraining must cease as soon as the risk of injury/damage has passed.
- Staff must not punch, kick, slap or strike a child at any time.

On some occasions, a member of staff may be alone when restraining a child. If more than one adult is available they may be required to support with the restraint. However, it should not be assumed that "the more staff the better" as this may escalate the situation and have a detrimental effect. Additional members of staff can support through their presence without being directly involved. Talking calmly, moving objects, just being their can all be supportive. They can also provide support should the situation escalate.

Impermissible Restraint

All staff should be aware that the following techniques must never be used:

- Striking a child – including punching, slapping, kicking etc.
- Biting or pinching a child or pulling hair.
- Pushing a child.
- Throwing objects at a child.
- Holding a child around the neck or throat.
- Twisting or bending a child's limbs or fingers in a manner that causes them pain.
- Restricting a child's breathing in any way.
- Any action that causes undue pain or suffering to a child.

Recording the Use of Significant Physical Restraint

It is essential that all staff are aware of the need to record all incidences of physical restraint. These incidences will be recorded in the Record of Positive Physical Handling or Intervention (Blue Book) kept in the Headteacher's office. The log should be recorded by a member of the Senior Leadership Team and a copy of the information should be placed on the child's record file.

Physical Contact

In any situation where a child's conduct provokes intervention, it is essential that the member of staff speaks to the child. It may also be appropriate to reinforce speech with actions. Staff should exercise care when comforting children who are distressed, or when controlling a situation which calls for the restraint of a child, that no allegation of unwarranted physical contact can be made.

Staff should always be aware of the possibility of allegations being made against them, and adopt the course of action which they consider will best resolve the situation whilst safeguarding their own position.

The Children Act

All staff need to be aware of the provision of The Children Act in so far as it impinges upon duties and responsibilities in school. The Children Act specifically prohibits the following sanctions being used in school:

- Corporal Punishment
- Deprivation of food and drink
- Withholding of medication, medical or dental treatment.
- Requiring a child to wear distinctive or inappropriate clothing.
- Physical restriction of liberty e.g. locking a child in a room.
- Imposition of fines
- Physical search.
- Confiscation of personal possessions, unless it constitutes a risk or is prohibited within school.
- Physical restraint, except as detailed above.