



**BROADWOOD PRIMARY
SCHOOL**

BEHAVIOUR POLICY

**Last review date
Reviewed by
Next review date**

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Governing Body
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Introduction

At Broadwood we have a shared vision to create a school where children are equipped, inspired, celebrated, valued and empowered. Our welcoming, positive and caring ethos defines our school and is commented on by children, staff, parents and visitors. We aim to provide every child in our care with the most unique educational experience, developing their skills, knowledge, understanding and talents, and instilling within our children the core values of respect, tolerance, happiness and a lifelong love of learning.

Our approach to managing pupils' behaviour is firmly rooted in a positive ethos. Praise, encouragement and reward, linked to high quality teaching and learning, makes school an interesting, exciting and safe place in which to learn.

The school aims to provide an environment which feels safe and is free from bullying and intimidation for children, staff and visitors, where all people, living things and property are treated with respect and care.

We know that good behaviour is an essential factor in achieving successful teaching and learning. We all have vital roles to play in modelling, encouraging and supporting good behaviour. We have high expectations of behaviour within a positive, caring ethos. The children understand these expectations and learn within firm boundaries and a consistent whole school approach.

It is well known that before we can understand children's behaviour, we must understand their needs. In accordance with this there is an ethos at Broadwood that if children behave in a manner which is inappropriate at school, there is a reason for it that needs investigation. All children are treated fairly and with respect and we have high expectations that they will behave well towards their peers and the adults that work and care for them within our school community. We aim to support children to take control of their choices and understand the consequences of those choices for themselves and others.

We are also aware of the impact of other outside factors that can impact on behaviour, such as a change in circumstances, a family break-up or bereavement. Our aim is to develop trusting, open and honest dialogue with the children, parents and carers so we can work together in the best interests of the child and family.

The Scope of the Policy

The school's behaviour policy will be applied in school, but may also be applied when pupils are out of school for example on school trips, on their journey to or from school, or in any other situation where the pupil is identifiable as a member of the school. The policy may be applied at any time if the behaviour could have repercussions for the orderly and safe running of the school or poses a threat to the well-being of other members of the school (for example, but not limited to, incidents of cyberbullying).

Threatening or violent behaviour, disrespectful treatment of staff and involvement in bullying, or prejudicial behaviour, always results in serious consequences. Swearing, the use of offensive language, physical aggression, or causing harm to other people or their property is not acceptable. If property is wilfully damaged the school may ask parents to cover the cost of its replacement. In cases of serious incidents the school will aim to work in partnership with parents and carers, as well as other agencies, to support a positive change.

Aims

- To establish and maintain a code of conduct to which all members of the school adhere when at work and play.
- To encourage and foster positive attitudes.
- To have a consistent whole-school approach to behaviour and discipline.
- For all members of our school community (children, staff, parents & governors) to live by, and be role models for, our school values.
- To encourage children to develop a moral compass and contribute positively to the school and wider community.
- To nurture all children's sense of self-worth and a culture of self-discipline.
- For all pupils to feel valued and safe at school in order to enjoy their day at Broadwood.
- To encourage children to think about and take responsibility for their behaviour, and to reflect on how it might affect others around them.
- To help everyone to understand and accept that actions and choices have consequences for themselves and others.
- To teach, model and reward good behaviour.
- To have a clear set of consequences for unacceptable behaviour that promote the learning of good behaviour.
- To promote positive relationships between the school and parents.
- To develop an effective range of strategies for dealing with problems.
- To support high standards of learning.

School rules

The school rules apply to the whole school community, across all activities organised and run by the school, regardless of time or day, i.e. fund raising events, after school clubs and trips as well as lesson and play times. The school rules have been written so that they are easy to understand and recall by children, parents, staff and visitors. We believe in the importance of clear and consistent classroom rules and routines.

Our School Rules

1. Respect yourself, each other and the school environment.
2. Be kind by keeping hands, feet and unkind words to yourself.
3. Follow the directions /instructions of all adults in school.
4. Walk in school.
5. Use quiet voices inside school and no voices when it is time to listen.

What the staff can expect of children:

- to be polite to teachers, learning support staff and lunchtime staff, other children and visitors and to respect the authority of the adult in charge;
- to listen to adults and each other at all times and to consider each other's feelings and viewpoints;
- to walk around the school quietly and calmly;
- to take a positive role in all classroom activities and to try as hard as they can;
- to value each other's work;
- to work and play co-operatively with each other;
- to tell the truth, to take responsibility for their own behaviour and not to make excuses ("they told me to");
- to accept a solution or consequence if they have done something wrong;

- to be able to reflect on their behaviour when they have misbehaved or hurt someone and to consider alternative choices;
- to care for the school and its equipment;
- to feel responsible for giving a good impression of themselves and the school both within and outside the school.

What the children can expect of staff:

- to listen to them and to hear their point of view;
- to be polite and to address them in a reasonable tone of voice (no shouting);
- to value all aspects of their achievements;
- to be fair, clear, firm, consistent, positive and understanding;
- to be clear about and model behaviour expectations;
- to encourage pupils to be responsible for their own behaviour and goals;
- to let parents know about their child's good behaviour;
- to reward children for good behaviour.
- to ensure the environment is safe;
- to talk with children about things that go wrong and help children to reflect so children understand why some things are wrong and why we have rules;
- to explain the reasons for any sanctions;
- to create a positive environment in the classroom and playground;
- to be in charge and maintain order so that everyone may benefit from a positive environment;
- to supervise the playground well;
- to trust them and to care about them equally;
- to treat them as individuals and to take an interest in their lives;
- to see each day as a fresh start.

Role of the Classroom Monitors

It is important for children to feel responsible for their surroundings, so teachers appoint classroom monitors to do jobs around the classroom. Children are to be rotated giving all children the opportunity to take the responsibility of being a class monitor. Classroom monitors act as good role models for the rest of the class when carrying out their duties.

Role of the Prefects

Children in Year 6 can apply and interview for the position of a prefect. The Headteacher makes the final decision on who should undertake this role. The prefects wear badges and high visibility vests and are expected to set a good example to younger members of the school community whilst displaying excellent behaviour and acting as mentors. They also conduct lunchtime duties to support the Headteacher in the smooth running of the school.

Role of the School Council

The School Council meets weekly. The School Council consists of children from Years 1 – 6. As part of their duties the School Council discuss particular rules and their implementation and report back to their class once a week. They also act as role models for other children around the school.

Role of the Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We expect parents to be aware that the school has rules and that they support the school's decisions when applying consequences. We encourage parents to contact the class teacher with any concerns about behaviour. We are very conscious of having strong links with parents and good communication between home and school.

Role of Class Teachers

It is the responsibility of class teachers to have high expectations of pupils in terms of the choices they make, their behaviour and relationships.

Teachers must consistently apply the school systems of behaviour management:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- praise children – recognising, acknowledging and rewarding individuals and/or groups, making the praise explicit according to our core values and/or school rules;
- treating pupils fairly and with respect and understanding, listening to children and promoting a language of choice;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- build good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- be a positive role model by actively demonstrating our values;
- keep records associated with our behaviour management;
- seek help and support from senior colleagues, having followed our policy consistently;
- liaise and report to parents, information about a child's behaviour, emotional needs and/or well-being at school;
- liaise with external agencies to support and guide the behaviour and emotional of pupils.

Role of the Phase Leaders

Phase Leaders will be responsible for ensuring that the behaviour policy is being consistently and fairly applied across their departments and ensure the health, safety and well-being of all staff and pupils across the school. They will maintain a record of incidents of poor behaviour and share this information with senior leaders.

Role of the Deputy Headteacher

The Deputy Headteacher will be responsible for inducting and monitoring the work of the dinner time supervisors with the senior supervisor. They will support the Headteacher in the management of behaviour and will investigate and record more serious incidents of behaviour. They will also be responsible for rewarding children for good behaviour.

Role of the Headteacher

The Headteacher provides a framework for consistent behaviour monitoring across the school. The Headteacher is responsible for issuing fixed-term and/or permanent exclusions to individual pupils in line with the Exclusion policy.

The Headteacher is responsible for monitoring the implementation of the policy as part of their regular observations. They will report termly to the governing body, as part of the headteacher's report. The effectiveness of the policy will be considered at the end of each school year by the senior management team. The online CPOMs system is used to record more serious incidents of behaviour and data from this is analysed in detail on a half termly basis.

Role of Governors

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Headteacher in implementing this policy.

The Headteacher has day to day responsibility to implement the school behaviour policy, but must take advice from governors when making decisions about matters of serious behaviour.

Rewards

We will aim to create a healthy balance between rewards and sanctions, both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. The emphasis of the policy is to REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

If children make good choices they will get praise and positive feedback:

- Verbal recognition (specific);
- A smile!
- Thumbs up;
- Table points;
- Stickers;
- Positive note or call / speak to parents /carers;
- Certificates;
- A certificate and book as a reward in end of term celebration assemblies;
- Sent to year group partner /phase Stage Leader / DHT / HT for praise;
- A post card home;
- Golden time.

Consequences

Children deserve structure and need limits and boundaries. There is perhaps nothing more harmful that we can do to children than allow them to disrupt or misbehave without showing them we care enough to let them know their behaviour is unacceptable. Pupils need to learn that inappropriate behaviour carries with it very real consequences. These consequences:

- must be something that children do not like but that is never physically or psychologically harmful;
- are a CHOICE;
- do not have to be severe to be effective;
- must be easy to implement;
- must be appropriate for the pupils;

Before issuing sanctions, and if the behaviour is off task but non-disruptive, teachers use various pupil management techniques, for example:

- Eye contact
- Gesture
- Proximity
- Supportive feedback to a pupil nearby

Making poor choices in behaviour will result in:

1. Verbal reprimand with a verbal apology to the appropriate person.

2. Facing up to the effect of their behaviour when they have hurt someone else. For example looking at the victim, saying how the victim feels and saying who made the victim feel like that, followed by a verbal apology to the appropriate person.
3. Missing playtime, especially for disrupting lessons. Children should be held back to complete work /demonstrate appropriate behaviour. A record will be kept of this to ensure children are not missing too many playtimes – if this approach is not working then it will be re-evaluated.
4. Ignoring behaviour – avoiding eye contact, turning back on the perpetrator and concentrating on the victim.
5. Moving the child away from an incident for a set time.
6. Writing a letter of apology or making a card to present to the victim.
7. Time out away from others in a quiet area which can be supervised.
8. Being given tasks to do to correct the incident e.g. washing off graffiti, collecting litter etc.
9. Sending to partner class /phase leader, deputy headteacher, headteacher. Children will not be sent with another child. When required, another child can take a confidential note to the relevant staff member who will collect the child.
10. Involving parents.
11. Exclusion internally;
12. Exclusion.

Loss of golden time

All classes should use the 'traffic light' system as a series of warnings before Golden Time is removed. However it is up to staff to use their professional judgement in deciding whether working through these stages is necessary. After reaching red on the traffic light system the child should then move to a loss of Golden Time.

Special Educational Needs

Should a child's behaviour over time raise concern it will be considered with parents/carers whether they may need to be placed on the Special Educational Needs register. At this stage a behaviour contract is written with the child and shared with parents/carers. This is reviewed termly. See also the SEN policy.

Severe cases of misbehaviour

'Serious flashpoint' incidents of misbehaviour such as fighting, vandalism / destroying property, defying a teacher / refusing, physical/verbal abuse of child/teacher. In these cases, the teacher uses her/his professional judgement to decide whether the Head, Deputy or a Senior Colleague should be asked to intervene immediately.

Persistent disruptive behaviour that has a negative effect on teaching and learning. In these cases the Head, Deputy or other senior teacher will become involved at an earlier stage and the consequence could involve a longer internal exclusion from their class or from school. In addition to this, consequences may include a letter home to parents/carers to arrange a meeting where targets for improvement will be set over 1 to 3 weeks.

Children who need additional support may have a specific plan written so that everyone is consistent in their approach helping the child improve their behaviour. This may involve reporting to a senior leader on a regular basis. For children with complex behaviour, the school day will be broken down into 5 minute blocks so that the child can always receive feedback on which parts of the day have went well, as well as the parts that have not. Parents will receive daily feedback.

External exclusion of pupils

Decisions relating to fixed-term and/or permanent exclusion are taken by the Headteacher, in discussion with colleagues, following a very thorough investigation of the circumstances

surrounding the incident in question, with full regard for and in line with the DfE Guidance on Pupil Exclusions.

The following chart provides more detail on when each sanction would be appropriate:

Sanction	Circumstance when sanction would be appropriate
Verbal reprimand - with a verbal apology to the appropriate person, if applicable	Talking/calling out/out of seat Careless rather than malicious behaviour Disturbing the learning of others Inappropriate tone and language Refusal to immediately follow instructions This will be carefully considered with children who enjoy negative attention
Ignoring behaviour – avoiding eye contact, turning back on the perpetrator and concentrating on the victim	Attention seeking behaviour when others aren't at risk When staff are able to focus on someone using appropriate behaviour which can be praised, so that the child using inappropriate behaviour tunes in to what is expected
Moving the child away from an incident for a set time (Reflection)	Time out needed by child to cool down If a child would benefit from time to think about their behaviour, or others need to be discouraged from copying If a child needs to be distracted to diffuse the situation If after an initial warning the behaviour continues e.g. throwing a pencil, continuously talking
Miss one fifteen minute playtime	Repetition of misbehaviour after warnings Inappropriate use of language to children (not swearing) Hitting/pushing/hurting someone Being dishonest/not telling the truth
Apologises and admits their mistake Writing a letter of apology or making a card to present to the victim	Property has been deliberately damaged or a child has been deliberately hurt Another child feels particularly victimised and needs some redress This will not be used for younger children or children for whom it is not developmentally appropriate
Sending to partner class or other staff, with prior agreement, and with the purpose clearly known by the receiving adult, for time out or a verbal reprimand	Repetition of behaviour even after warning If other children's learning is being disrupted Talking back to the teacher Taking things which are not theirs
Missing lunchtime play	Not following the Behaviour policy at lunchtime Not respecting the authority of the lunch time supervisors Refusing to speak to a senior leader about playground issues

Sanction	Circumstance when sanction would be appropriate
Involving the team leader, if available, for a verbal reprimand, time out or to liaise with the parent	If staff need support or ideas for dealing with a situation Walking away from a member of staff
Involve parents (phone call home)	If other children have been badly hurt or marked Staff been disobeyed When behaviour becomes repeated and persistent If informing the parent would not exacerbate a situation for the child when they got home e.g. parents who respond violently
Send to the Deputy Headteacher (meet parent)	Leaving the classroom without permission On-going bullying/racist abuse Graffiti or vandalism Fighting/spitting
Being given tasks to do to correct the incident e.g. washing off graffiti, collecting litter, reflection - 5Ws Think sheet etc.	Action done with deliberate intent Child can be safely involved in correcting own actions Environmental rules have been broken
Send to the headteacher. Being sent home for the remainder of the day for serious offences. (Letter home and meet parent)	Repetition of above behaviour Deliberate physical or verbal violence to other children or staff, usually repeated after a previous warning Swearing at/assaulting a member of staff
Exclusion (fixed term /permanent)	Legally the headteacher is the only person authorised to exclude a child. Parents have a right of appeal to the governing body. Exclusion, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy: Verbal abuse to staff and others Verbal abuse to pupils Physical abuse to/attack on staff Physical abuse to/attack on pupils Indecent behaviour Sexting Abusive/offensive messages via electronic communication(Facebook, trolling, Whatsapp, Instagram, Twitter, texts etc) Damage to property Leaving school premises without permission. Possession and /or misuse of illegal drugs Possession and /or misuse of other substances including alcohol, tobacco and legal highs Theft Serious actual or threatened violence against another pupil or a member of staff Sexual abuse or assault

Sanction	Circumstance when sanction would be appropriate
	<p>Carrying a weapon which could cause harm to themselves or others</p> <p>Arson</p> <p>Persistent bullying</p> <p>Persistent prejudice based harassment or hatred based acts</p> <p>Coercing others to perform acts that are dangerous to themselves or others</p> <p>Imitating a perceived act of terror</p> <p>Threatening to carry out an act of terror</p> <p>Conducting an act of terror</p> <p>Exclusions may be the result of persistently poor behaviour or a serious single incident.</p> <p>Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying pupil's behaviour.</p> <p>NB This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction</p> <p>Please also refer to the Exclusion Policy</p>

Monitoring

The implementation of the policy is reviewed termly by Governors through visits the headteacher's report. All serious incidents recorded are monitored by the senior leadership team on a half termly basis. Exclusions and racist / homophobic incidences are reported to Governors on a termly basis. The policy is reviewed by governors every two years.

This policy should be read alongside other relevant policies and documents:

Anti Bullying Policy
 Equalities Policy
 Positive Physical Intervention Policy
 Home School Agreement
 PSHE Policy
 SEN Policy
 Health and Safety Policy
 E Safety Policy
 Teaching and Learning Policy
 Exclusion Policy
 Exclusion Policy