



# BEHAVIOUR POLICY

“In the real world, real children need guidance and love and boundaries.  
And it falls to us.  
There’s no-one else”

*Tom Bennett, Behaviour advisor to DfE*

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

**May 2021**  
**Governing Body**  
**May 2022**

## **Rationale and Purpose**

Children learn best when they feel emotionally and physically safe. It is extremely important to us that **every** child feels safe at school and is able to flourish. We have high expectations of behaviour and firmly believe every child can succeed at meeting these expectations. We appreciate not all children arrive at school knowing how to make the right choices.

Therefore, it is crucial we establish a clear set of boundaries which are understood and adhered to by our entire school community.

We recognise that behaviours needed to stay within these boundaries, should be explicitly taught and modelled to the children. Our whole school behaviour system is designed to teach and support children to make the right choices to stay within the boundaries we set.

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 within the ethos of the 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 in this way towards their peers and the adults that work and care for them within our school community.

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. We will 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.

Our approach to managing pupils' behaviour is firmly rooted in a positive ethos. Praise, encouragement and rewards will be paramount throughout our school. The positive learning behaviours complement and reinforce our behaviour system.

## **The Scope of the Policy**

The school's behaviour policy will be applied in school and also 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.

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.

### What we want to achieve:

- **All** pupils to feel valued and safe in order to enjoy their day in school.
- Children to take responsibility for their behaviour, and to reflect on how it might affect others around them.
- Children to have a voice to discuss issues regarding behavior (during reflection times, PSHE lessons etc)
- A code of conduct is established and maintained to which **all** members of the school adhere to at all times.
- **All** members of our school community (children, staff, parents & governors) promote our school values and positive ethos.
- A clear set of consequences are established for unacceptable behaviour that promotes the learning of good behaviour.
- Clear, consistent, and positive discussions will be held between the school and parents about behaviour.
- A consistent whole-school approach to behaviour and discipline.

### School rules

Our behaviour system is built around our school rules which are grounded in our core values of respect, empower, celebrate, equip, inspire and value.



### Responsibility of all staff:

Recognise the vital role that parents play in their children's behaviour and education. and foster strong links and positive communications with parents/carers.  
Create a positive and safe environment in the school environment.  
Listen to **all** children and to hear their point of view.  
Be polite and address children in a reasonable tone of voice.  
To explain the reasons for any consequences.  
Value all aspects of their achievements.  
Be fair, clear, firm, consistent, positive and understanding.  
Be clear about and model behaviour expectations.

Encourage children to be responsible for their own behaviour and goals.

Celebrate children's good behaviour with parents/carers.

Reward children for good behaviour.

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.

Establish effective lines of communication between staff responsible for managing behaviour (e.g dinner ladies and teaching staff).

***To see each day as a fresh start.***

### **Responsibility of the Children:**

Be polite to teachers, support staff and lunchtime staff, other children and visitors and to respect the authority of the adult in charge.

Listen to adults and each other at all times and consider each other's feelings and viewpoints.

Walk around the school quietly and calmly.

Take a positive role in all classroom activities and try their best at all times.

Value each other's work.

Work and play co-operatively with each other.

Tell the truth, taking responsibility for their own behaviour choices.

Accept a solution or consequence if they have done something wrong.

Care for the school and its equipment.

Feel responsible for giving a good impression of themselves and the school both within and outside the school.

Ask questions about behaviours and consequences to ensure everything is understood.

Talk to the staff member during reflection room and consider if there is anything that would help to ensure good behaviour choices.

### **Responsibility of Governors**

Establish the overall principles on which the behaviour policy is based.

Monitor the implementation of the policy and constantly review its impact.

Support the Headteacher when making decisions about matters of serious behaviour.

### **Responsibility of the Headteacher**

Ensure all school staff, children, parents, and governors are aware of, and understand the behaviour policy.

Ensure there are systems to enable all rewards and consequences to take place.

Ensure our values of respect, celebration, empowerment, inspiration, equipping and value run through the delivery of the behaviour system.

Manage the consequences of severe behaviours (Stage 4 consequences) including issuing fixed-term and/or permanent exclusions to individual pupils in line with the Exclusion Policy.

Ensure more serious incidents of behaviour are recorded and data are kept and analysed in detail on a termly basis.

Review the effectiveness of the policy annually with the senior management team and governor.

Monitor the implementation of the policy on a day-to-day basis.

Report on a termly basis to the governance board.

### **Responsibility of Y6 Prefects**

The head boy and head girl set a good example to peers across school. They will represent school during a range of events and communicate with some visitors, showing them around school etc.

Prefects to wear badges and high visibility vests and set a good example to peers and younger members of the school community by displaying excellent behaviour and acting as positive mentors.

Conduct lunchtime duties to support the Headteacher in the smooth running of the school.

### **Responsibility of Pupil Monitors**

Act as good role models for the rest of the school when carrying out their duties;

Report any breaches of behaviour to supervising adult without confronting the behaviour themselves.

### **Responsibility of the School Council**

To discuss particular rules and their implementation and report back to their class.

To act as role models for other children around the school.

### **Responsibility of the Parents/Carers**

Support their child's learning and behaviour and co-operate positively with staff members.

Be aware of the school rules and support the school's decisions when applying consequences.

Contact the class teacher with any concerns about behaviour.

In cases involving concerns about staff approaches, to seek an appointment with a member of the leadership team booked through the school office.

### **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 may be written with the child and shared with parents/carers. This is reviewed regularly.

## Rewards

The emphasis of the policy is to *REWARD* and *PRAISE*, which will be given for positive attitudes to learning and appropriate behaviour. However, children will know to expect fair and consistently applied consequences for inappropriate behaviour.

### Appropriate behaviour rewards

- Immediate praise and recognition for appropriate behaviours (a smile, sticker, thumbs up etc)
- Staff members will send a positive note home or phone call to speak to parents /carers.
- Children will visit Mrs Mitcheson's office for a sticker and photograph which will go on our 'Broadwood Brilliance' display.
- A Broadwood Brilliance award shared during weekly assembly and displayed on our website.
- A post card home by Mrs Mitcheson.
- Golden time or additional playtime will be given.

### Over and Above

An *Over and Above* reward is the presentation to the child of a gold star with their name in it to be placed on display in the classroom which leads to the possibility of a half termly Headteacher award. This is for behaviour that is over and above expected behaviour such as an outstanding act of kindness. This is delivered in full display of the class. Each week the class teacher will choose a single "Star of the Week". This child is given a reward postcard to take home. A selection of children who have consistently displayed over and above behaviour will be sent to the Headteacher at the end of each half term to receive praise, a post card and a small prize.

## Consequences

**Before issuing consequences**, 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

The Broadwood behaviour system is set out on a display poster as a ladder that stands next to our Broadwood Tree (our school logo). The rules are displayed in the green part of the tree. The rungs of the ladder are labelled, in descending order, *Stage 1, Stage 2, Stage 3, Stage 4*, and there is a top part of the ladder which is labelled '*Broadwood Brilliance Achievers*'. Each stage is a consequence for a list of behaviours. The consequences increase in severity as the poor behaviours displayed increase in seriousness.



<p style="text-align: center;"><b>Stage 1</b></p> <p><b>Verbal warning</b></p>	<p>Shouting out in class Running in school Being rude to an adult Not following an instruction Damaging school property Being unkind to peers</p> <p>This is the consequence when behaviours above are displayed for the first time. It is a chance for the teacher to clarify the child's displayed behaviour with them and to ensure the child understands now how to make the right behaviour choice. It is delivered quietly to the child, in a supportive manner, and away from the child's peers if possible. Reference to the school's Golden Rules will be made.</p>
<p style="text-align: center;"><b>Stage 2</b></p> <p><b>Reflection</b></p> <p>Key Stage 2 Reflection during play time with Mrs Mitcheson (meeting room) Leadership team to cover if HT off site.</p> <p>Key Stage 1. A reflection playtime with class teacher.</p>	<p>This is the consequence for the above behaviours when displayed for the second time and after a <i>Stage 1</i> warning has been given. It is assumed that the child is aware of the Golden rules and has chosen the behaviour that does not follow our rules. It is delivered quietly to the child, with an explanation of the effects of that behaviour, and away from the child's peers if possible.</p>
<p style="text-align: center;"><b>Stage 3</b></p> <p><b>Loss of all day play time</b></p> <p>Stage 3 Loss of playtime with Mrs Mitcheson and also lunchtime play with a member of the SLT.</p>	<p>This is given for continued display of above behaviours. In addition, there are some behaviours that jump a child straight to <i>Stage 3</i>. These are; using inappropriate language, kicking, pushing, pulling hair, allowing misuse of property to cause danger and damage to school property. It is delivered quietly to the child, with an explanation of the effects of that behaviour, and away from the child's peers if possible.</p>
<p style="text-align: center;"><b>Stage 4</b></p> <p><b>Internal/External Inclusion</b></p>	<p>These are more severe behaviours such as racism, bullying, use of homophobic language, physical assault, stealing, direct confrontation to adults, inciting to fight.</p> <p>As before, it is delivered in a non-confrontational manner. It will be at the discretion of SLT as to the appropriate consequence given. (Refer to Appendix 1 list)</p>

## Reflection Charts

HT and SLT will monitor and keep a daily record of children attending reflection (stages 2 and 3) Teachers will immediately inform parents in an informal discussion at the end of the day that their child has been in reflection due to inappropriate behaviour. This is with the idea that the child might get themselves back on track of following our school rules if their parents are made aware.

If a child is in reflection (Stages 2 and 3) three times in a fortnight, their parents/carers will be invited into school for a discussion with HT regarding behaviour. During this meeting, the child will be given a 2 week's Self-Reflection Chart. This is an opportunity for the child to reflect on their behaviour at certain

times of the day and in individual lessons. The child, teacher and dinner staff will score the child for each session a mark out of 10 and they will discuss the outcomes with the child to see if there is agreement. The reflection chart will be shared with the HT during the day.

Mrs Mitcheson will give the child their self-reflection chart after a discussion with the parent and child. It is the child's responsibility to fill in the chart after each session and then reflect with the teacher/dinner staff. The child will check in with SLT on a regular basis throughout the day.

### **Severe cases of misbehaviour**

There are severe behaviours (Appendix 1) which will immediately involve the Headteacher, parents and outside agencies as necessary.

Racism and homophobic language will not be accepted and will result in Stage 4 consequences if deemed necessary.

These are behaviours that are illegal, or that cause, or have the potential to cause, serious and intentional emotional or physical harm to another person. These behaviours are dealt with by the Head Teacher and will lead to a form of exclusion.

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.

### **Monitoring**

The policy is reviewed regularly by senior staff in school. All incidents recorded are monitored by the senior leadership team on a termly basis. Exclusions and racist / homophobic incidences are reported to Governors on a termly basis.

### **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



## Appendix 1

Circumstance where an external exclusion of a pupil may be appropriate:

*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 serious infringements of the school's behaviour policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- 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
- Carrying a weapon which could cause harm to themselves or others
- Arson
- Persistent bullying
- Persistent prejudice based harassment or hatred based acts
- Coercing others to perform acts that are dangerous to themselves or others
- Imitating a perceived act of terror
- Threatening to carry out an act of terror
- Conducting an act of terror
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying pupil's behaviour.

Exclusions may be the result of persistently poor behaviour or a serious single incident.

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.

Please also refer to the Exclusion Policy.