

# **Broadacre Primary School**



## **Behaviour Policy**

**Summer 2021**

## **RATIONALE.**

The organisation and ethos of Broadacre Primary School is intended to foster effective learning and attainment and to shape positive patterns of behaviour amongst the pupils.

The intention of this policy is to provide a framework for a happy, secure and orderly environment in which teachers can teach and children can learn and develop to take their place in 21<sup>st</sup> Century British society as caring and responsible individuals.

This policy is written so that all members of the school community can understand it and apply it both fairly and consistently. All parents and carers are expected to support this policy.

## **OBJECTIVES.**

- Children will be safe and secure;
- Children are confident and self-assured learners who work hard to achieve their full educational potential within a positive environment;
- The motivation of pupils by involving them, through discussion, in the school's system of positive rewards and necessary sanctions;
- Pupils' behaviour is impeccable;
- Children can understand right from wrong and the reasons why they are different and develop responsibility for their own actions;
- The development of a genuine feeling of belonging to the school community, and the associated feelings of self-esteem this will create;
- The existence of a high level of mutual support between parents and the school.

## **RESPONSIBILITIES.**

All members of the school community should work towards the aims of the school by:

- Respecting the rights, values and beliefs of the individual;
- Providing a well-ordered learning environment with clear expectations;
- Positively reinforcing outstanding behaviour;
- Rejecting all negative behaviour, including bullying and harassment;
- Promoting strategies to modify unwanted behaviour;
- Caring for and taking a pride in the environment of the school;
- Working as a team;
- Providing equality of opportunity.

**Promoting desirable behaviour** means that outstanding behaviour will be recognised and rewarded in a number of different ways:

- Through our reward systems;
- Sessions during which older children can work with younger ones;
- Staff offering guidance to children, including praise and encouragement;
- Arrangement of collaborative work which fosters good relationships;
- Staff being outstanding role models;
- Providing a curriculum, which fosters and encourages independence.

**Eliminating unacceptable behaviour** includes:

- The provision of clear and consistent guidelines on responding to behavioural issues;

- Sanctions as a result of unacceptable behaviour;
- Supervision of pupils at all times;
- Calm and quick response to incidents of bullying or harassment of all kinds;
- Dealing with persistent behavioural problems via behaviour reports, pastoral support plans and special needs procedures;
- Keeping parents informed and expecting them to support the actions of the school.

**Promoting care of the environment** includes:

- Displaying children's work to enhance the environment and identify that their work is valued;
- Developing the improvement of the fabric of the building;
- Involving our school community;
- Adopting appropriate security measures;
- Encouraging our local community to treat our building with respect when we are away from it;
- Encouraging the children to appreciate the building we have and take care of it.

**The Management Team of the school** i.e. Governors and senior members of staff do this by:

- Taking a lead in creating an ethos for the school;
- Monitoring behaviour throughout the school.

**Staff of the school** do this by:

- Providing a challenging and stimulating curriculum to enable each child to reach high standards;
- Acting on the needs of the individual;
- Being positive role models;
- Having high expectations of conduct and behaviour;
- Providing opportunities for children to discuss behaviour;
- Enabling and encouraging children to take responsibility for their behaviour;
- Working as a team with a shared philosophy;
- Applying this policy consistently.

**The Children's School Council** will do this by:

- Being positive role models;
- Acting on the needs of individuals/groups;
- Responding in a caring way to the needs of others;
- Mentoring children new to the school;
- Meeting regularly to discuss ideas;
- Encouraging children to take a growing responsibility for their actions.

**Children** will do this by:

- Attending school regularly;
- Being at school in good time;
- Demonstrating outstanding behaviour at all times;
- Being organised;
- Taking a growing responsibility for their behaviour and learning;

**Parents** will do this by:

- Making sure that children attend school regularly and on time;
- Providing prompt notes / phone calls to explain absence;
- Providing support for the discipline within the school by working with the school when there is a problem;
- Being realistic about expectations and offering encouragement and praise;
- Taking part in discussions with teachers concerning their child;
- Taking an active supporting role, such as helping children with homework, hearing their child/children read at home, practising spellings etc.
- Allowing children to take greater responsibility for their actions as they move through the school;
- Accepting a shared responsibility with the school for the conduct of their children.

### **KEY STAFF AND SUPPORT.**

- The school employs a teaching assistant (TA) as a Lead Behaviour Professional. This TA works with children and parents to support children who have issues with their behaviour, children who are reluctant to attend school and both the victims and perpetrators of bullying. Their flexible timetable enables them to support both staff and pupils as the needs arise.
- An Emotional and Well-Being TA also works with pupils who may need emotional, confidence building and friendship support. This work may be either short or long term and pupils can be seen daily or weekly as the need arises.
- When possible, there is also a lunchtime club each day to support pupils who find lunchtimes difficult for a variety of reasons. Children play games and take part in activities in a relaxed and supportive environment.
- All staff have access to recording and reporting forms to ensure that all incidents of unacceptable and bullying behaviour are recorded and passed on to the necessary staff to ensure that solutions are found.

### **BRITISH VALUES**

The school rules, values and vision are underpinned by British Values. All adults and children will be expected to uphold these values. These values are taught through assemblies and the PSHE curriculum. The care, guidance and support of our children is of the utmost priority for the school.

### **RESTORATIVE PRACTICES.**

The school believes in the principles of Restorative Practice. The aim is to encourage outstanding behaviour by directly addressing the cause and effect of bad behaviour. Pupils who have caused harm to others, either verbally or physically, or who have been harmed by someone, are given the chance to meet together to discuss the incident and share their feelings.

Circles/discussions can be held with pupils affected by an incident, or with the whole class to discuss ways forward for improved future behaviour.

Check-in and check-out circles can be held at the end of the day, usually on Fridays, to enable all pupils to discuss how they feel about a range of issues at home and at school. This is an opportunity for good relationships to be built

up within a class group. Other circles may be held at different times during the week in response to incidents as they occur.

## **RULES.**

Classroom rules are discussed by each class at the beginning of each year and reinforced at the beginning of each term and when necessary.

- **Be your best self.**
- **Do the right thing in the right way.**
- **Say the right thing in the right way.**
- **Be in the right place at the right time.**

## **IMPLEMENTATION.**

**Giving children the opportunity** to discuss behaviour includes:

- a discussion about classroom rules whenever the need arises;
- a planned Personal, Social & Health Education programme to promote respect, responsibility and self-discipline – Jigsaw;
- an awareness of moral and ethical issues and an appreciation of relationships and the feelings of others;
- taking part in 'circle time' opportunities to explore issues about behaviour;
- taking part in formal and informal circles to address behaviour issues and incidents;
- participating in assemblies.

## **OUTSTANDING BEHAVIOUR**

**Green Behaviour** - The expectation is that all pupils behave in an outstanding manner at all times. This is green behaviour and pupils conducting themselves in this way stay in "green".

**Amber** – A warning will be given to pupils if they behave in a way that is not outstanding.

**Red** – Unacceptable behaviour.

## **REWARDS.**

We spend more time giving rewards for positive behaviour than imposing sanctions.

When children keep the rules, work hard, are helpful etc., they receive rewards for doing so. These take the form of:

- Verbal praise, "well done", "thank you", "correct" etc;
- Class points are awarded for good behaviour, progress and hard work. Each child earns these points for their class. These can be small cards or added to a chart;
- Certificates, bookmarks, stickers;
- Any child from any class can have their name entered into the Extra Mile File each week, for a number of reasons such as progress in reading, good manners or activities undertaken outside school etc. Their names are read out in the weekly good work assembly or class assembly;
- There is also an Extra Mile Display in the KS 2 corridor to celebrate and record pupils' achievements both inside and outside school;
- All Classes achieving over 96% attendance each week receive a certificate or the two classes with the highest attendance in times when attendance is reduced due to unforeseen circumstances.
- As a further reward, staff will use Marvellous Me to inform parents of positive behaviour and good work. Pupils will be awarded virtual badges.

Badges can be awarded for a wide variety of reasons, including, but not limited to: following school rules; helping others; producing good work in class; effort in homework tasks and good attendance. Badges can be instantly seen by parents on the Marvellous Me Parent App, increasing parental engagement and fostering partnership between the school and parents.

## **SANCTIONS.**

All children start each morning or afternoon session in green behaviour. If the rules are broken and a warning has been given, the following procedure will be followed:

1. The name of the child will be moved in to amber by a member of staff.
2. If the child continues to break the rules, their name will be moved into red.
3. If the child continues to break the rules, minutes of playtime may be missed at the teacher's discretion. If the child continues to break the rules, the child is sent to work in another classroom with an escort if this is appropriate. The child's current work is sent for the child to complete if this is possible. Teaching Assistants should have packs of work ready for children to work on in the other classroom, if it is not appropriate for them to take their classroom work with them.

Children in FS2 and KS 1 will remain there for a short period of time.

Children in KS 2 will remain out of class for the whole of that lesson. When sent out of class children lose the right to a playtime, but are encouraged to go to the toilet.

Contact will be made with the child's parents/carers to inform them of this problem, through a consequences card, as it will stand in the way of the child making progress.

If the child then disrupts the lesson where they have been sent, the Lead Behaviour Professional or the relevant Assistant Headteacher will be sent for and the child will be taken to work with them.

4. If this continues to happen, the Head of School will be sent for and may arrange a meeting with parents to discuss possible ways forward.
  - In the case of incidents which are not aggressive in nature or disrespectful, the child can earn their name being moved back into green behaviour by proving that they can do the right thing for a continued period of time. Staff should encourage pupils to behave well and earn their name being moved back to green immediately.
  - All pupils who have been sent out of class will be spoken to by a member of the Senior Leadership Team. Children sent out of class will be collected by the teaching assistant who will escort them to the new class and returned to see the Assistant Headteacher before lunch or before the end of the school day.

For serious incidents, such as swearing, violent or aggressive behaviour, or the refusal to follow instructions, pupils can be sent out immediately, without going through the amber sequence. Parents will be made aware of what has happened and the consequences resulting from this behaviour by either a face to face meeting with the class teacher and a member of the SLT or a phone call. These incidents are recorded on a Behaviour Card.

## **WAYS FORWARD.**

We always try to find a positive way forward that a child will respond to in order to modify their behaviour.

This will include working with parents and children to set realistic targets in terms of behaviour and rewarding when those targets are met and may involve:

- a child being put on behaviour report where this was felt to be appropriate. Behaviour Report is designed as a positive process to identify the acceptable behaviour each day with built in targets for the child to work towards. This would mean that all aspects of a child's behaviour would be recorded daily for at least two weeks and discussed with the child at the end of each session. At the end of each day, the report is photocopied and the copy is sent home for the parents to sign. If it is not returned to school, the parents are contacted by phone or letter to ask for its return. At the end of two weeks, if satisfactory progress has been made, the reports would stop, but the discussions continue. If insufficient progress has been made, further discussions would be held between the Assistant Headteacher, parents and child. The outcome of this may result in the continuation of the report to support the pupil with their behaviour, weekly meetings between the school, pupil and parents or a move to the next stage of the procedure. If there is no improvement in behaviour, in the long term, then there will be a weekly meeting between the Head, staff, parents and child. The outcome of these discussions may involve the child being put onto the Special Needs Register for emotional and behavioural difficulties.
- the intervention of support agencies to work with the school and the child e.g. the School Educational Psychologist, the White House Pupil Referral Unit.
- the formulation of a Behaviour Contract between the school, the parents and the child. This is a 'promise on paper' identifying the types of behaviour which will be seen, how they will be rewarded and by whom.
- the child being the subject of a Pastoral Support Plan involving e.g. Education Welfare, Social Services etc. This is a regularly reviewed plan for a maximum of sixteen weeks, again with targets for improvement and built in rewards and sanctions.
- identifying individual behaviour modification programmes for children linked to their personal interests.

It is expected that all of these will include an element of support at home, if they are to be successful.

### **THE USE OF EXCLUSIONS.**

The school aims to keep the number of exclusions to a minimum.

A decision to exclude a child for a fixed period or permanently will be taken:

- In response to a one-off serious incident which is a serious breach of the school's discipline policy:  
Serious actual or threatened physical violence against a pupil or staff member,  
Sexual misconduct,  
Carrying dangerous items/weapons,  
Discriminatory behaviour  
Serious verbal abuse to a pupil or staff member.

- Persistent long term behaviour issues when allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- When a range of other strategies have been tried and have failed.

These incidents will involve the Head of School contacting parents immediately and possible fixed-term exclusion from the school. Parents will be contacted by telephone if possible and then by letter identifying the reason for the exclusion. The LA and Chair of Governors will also be informed. Exclusion is not negotiable and will only be used for severe behaviour.

### **PHYSICAL CONTACT**

- Staff should respond to children in their care in a way that makes the children feel safe, comfortable and valued;
- Staff should provide comfort to ease a child's distress;
- If it is known that a child is not comfortable with physical contact, it should not be used;
- Physical contact should not respond to or arouse sexual expectations or feelings.

### **PHYSICAL RESTRAINT**

Physical restraint is only permissible in circumstances where pupils are:

- At risk because of their own actions;
- At risk because of the actions of other children, or risking the safety of others by their actions;
- At risk due to significant damage to property;

Situations which could fall into these categories include:

- If a pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- Pupils are at risk of causing injury or damage by accident, rough play or a misuse of materials or objects;
- A pupil is behaving in a way that is seriously disrupting a lesson

Any incident of restraint must be recorded on the behaviour incident sheet, the bound book and a positive handling form completed.

### **Application of Restraint**

This can take several forms according to Team Teach procedures. Key staff have been trained in Team Teach techniques. The emphasis is on positive handling.

**The use of restraint is very rare and is only used in very extreme situations.**

### **CURRICULUM ORGANISATION.**

Attention has been given to the importance of a carefully planned curriculum that:

- Excites and motivates pupils to participate and learn;
- Matches work to children's ability;
- Gives great emphasis to the basic skills of reading, writing and number;
- Can operate on the basis of either a whole class mixed ability situation, or by means of ability groupings;



- Takes account of those children who have some degree of learning difficulty, giving support from non-teaching staff, where possible, in or out of the classroom as appropriate;
- Involves visitors from the community outside, and regular out of school visits in support of the curriculum;
- Includes a strong emphasis on personal and social development by way of the specific teaching of themes about different cultures, Religious Education, and moral issues.

## **INCLUSION**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The school has clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

## **TRAINING AND DEVELOPMENT.**

All staff in the school, teaching and non teaching, as well as governors, will receive regular input to enhance their skills.

## **MONITORING**

It is vital that the impact of this policy and procedures are monitored and evaluated. Half termly, termly and annual records are kept that are shared regularly with staff and Governors. Information from monitoring may lead to a revision of the policy.

**Dates: Reviewed November 2010**

**Reviewed Summer 2012**

**Reviewed Summer 2013**

**Reviewed Spring 2014**

**Reviewed Summer 2015**

**Reviewed Summer 2017**

**Reviewed Summer 2020**

**Reviewed Autumn 2020**

**Reviewed Summer 2021**