

Broadbent Fold Primary School and Nursery



Behaviour Policy

September 2024

In- line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (age, gender including intersex and transgender, ethnicity or sexuality including gay, lesbian, bisexual, transsexual and transvestite) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not."

At times it may be appropriate not to follow this policy in its entirety, in order to cater for the needs of an individual child.

The following documents have been referred to in this policy:

Behaviour in Schools 2022, Keeping Children Safe in Education 2023, Working Together to Safeguard Children 2018, Use of Reasonable Force Advice.

Aims and Vision

It is the aim of Broadbent Fold Primary School and Nursery that every member of the school community feels valued and respected, to promote wellbeing, building resilience; and that each person is treated fairly and equally. We are a caring community where values are built on mutual trust and respect for all.

We aim to create a positive environment with realistic expectations, in which staff and parents work together for the welfare of the children and to make all those connected with the school and beyond aware of our opposition to bullying. The aim of this policy is to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying). At Broadbent Fold children are expected to adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions. The policy reflects our Rights Respecting Schools status. We aim to create a school community where the rights of all are respected and everyone understands the responsibilities that go alongside their 'rights'.

'Pupils have the right to come to school and focus on their studies free from disruption and the fear of bullying' (the White Paper 2010). Article 19.

"State Parties recognise the right of children to education" and "should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity." Articles 28 and 29.

All members of the school community whether child or adult are expected to aim for these expectations. Children are openly praised when exhibiting these expectations and a weekly certificate awarded to two children whom the Headteacher feels has demonstrated the expectations in an exceptional manner (or has tried their best to).

At Broadbent Fold Primary School and Nursery School everyone is expected to be:

READY

RESEPECTFUL

SAFE

These encompass values such as:

- **being kind and helpful**
- **listening**
- **being honest**
- **working hard**
- **looking after property**
- **being polite and respectful**
- **developing self-discipline**

This is instilled through our Broadbent Fold Values, which are clearly visible around school. All expectations are child friendly and are linked to our Rights Respecting class charters.

We want our children to be happy. Children are happy when they:

- feel good about themselves
- are confident in their own ability
- are able to communicate well both as individuals and alongside others.

We believe that it is very important for children to learn how to behave well towards each other, teachers and parents. This is an essential part of helping our children to be happy and grow socially, personally and academically therefore enabling them to socialise with others beyond our community. Establishing skills to support them in further education and work.

We believe the best learning will take place when children have clear, high expectations which are continually and consistently applied.

This policy has been created by all staff in consultation with members of the school community. It sets out what they think are:

- the benefits of good behaviour
- how we would like to cultivate good behaviour
- what is meant by good behaviour
- how we would like to encourage good behaviour in our school
- how we discourage inappropriate behaviour

All staff will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. All children, staff and parents have the right to benefit from this policy, make comments and assist in the development of the policy but not to ignore it. Parents are encouraged by school to reinforce the policy at home as appropriate.

The benefits of good social behaviour

We believe in the value of good social behaviour and in doing so we gain the following benefits:

- Children are able to achieve their full potential and achieve academic success, they are self-confident and do as well as possible in their schoolwork.
- Children develop good social relationships with their peers and adults, they learn to care for one another and the value of friendship.
- Children encourage one another to behave appropriately, they become responsible and develop personal independence.
- Staff are able to teach/support effectively because there are fewer behavioural issues to deal with, the needs of children are met and staff are able to have positive contact with all parents/carers.
- Parents/carers are assured that their child/children are behaving appropriately and feel confident that they are developing personally, socially and academically, receive support when needed and feel welcome to discuss their child/children's progress.

How we cultivate good social behaviour

In order for good behaviour to develop we believe that children, staff and parents/carers should expect:

- To know exactly what we mean by good behaviour.
- To know that homophobia, transphobia, racism, sexism or discrimination against disabilities will not be tolerated.
- That all good behaviour is recognised and encouraged by praise and positive reinforcement.
- That where inappropriate behaviour occurs a fair system of sanctions is set into operation.
- That where inappropriate behaviour occurs from children with a Social, Emotional and Behavioural need, necessary adjustments to provision, including the use of incentives and sanctions, will be recorded clearly in individual Behaviour Provision Map, in line with the Disability Equality Policy.
- The curriculum supports and develops good social behaviour.

- To feel safe irrespective of protected characteristics (see the Equality Act 2010) race, gender, disability sexuality or culture.
- The school building and classrooms to be attractive, well looked after and cared for.
- The school policy on behaviour has a high priority and is reviewed/amended regularly.
- Year 6 pupils display role-model behaviour around school as Head Girl/Boy/Person and Prefect roles.

What is meant by good behaviour?

Good behaviour is central to a good education. This occurs when everyone in school is:

- Helpful, cooperative, supportive.
- Caring and aware and responsive to the needs of others.
- Polite and friendly to all.
- Respectful of other people, their possessions and property.
- Motivated to learn with a clear purpose.
- Hardworking.
- Communicating effectively with others (listening, understanding and explaining).

This behaviour is supported and encouraged during every school activity and the children are helped to recognise examples of good behaviour at all times. Pupils will be taught what good behaviour looks like. These aims are reflected in our Broadbent Fold Values, which are consistently communicated with the children in ways that they can understand.

Encouraging good behaviour

In order to further the development of good behaviour, the practice in school will be to:

- Recognise and highlight good behaviour when it occurs.
- Make sure that children are praised either in public or in private depending on the needs of the individual.
- Use constructive criticism.
- Demonstrate the type of behaviour we wish to see. Year 6 can support this.
- Encourage children to reflect on the consequences of their actions and to develop self-control and independent thinking.
- Inform parents about their child's good behaviour.

Staff responsible for pastoral care will implement programs and or have meetings with individual children or groups of children, who need support in maintaining positive relationships with others. We believe that, for the majority of children, good behaviour is a minimum expectation and as such should be recognised and encouraged, but only rewarded as part of an overall system that rewards good or improved attitudes to social, personal and academic development generally.

A system of incentives that recognise and encourage good attitudes is in place and includes at the present time:

- Star points: 100 to receive a bronze award, 200 to receive a silver award, 300 to receive a gold award and 400 for a Headteacher award - these are to be displayed in full view of the class.
- Individual stickers – Good to be Green on a Friday and two children receive pencils. Identified children will also receive a Good to be Green certificate from Head teacher or Learning Mentor during the school day.
- Special stickers/ certificates awarded by the Headteacher on Friday assemblies and parents receive a special message home. These will be displayed on our school blog.
- Good to be Green time at the end of each week.
- Positive weekly communication with parents via Seesaw.
- Star of the Day in EYFS.
- A positive message may be sent home for two pupils each week.
- Good work can go to the Headteacher.
- Class compliments and rewards.
- Afternoon Tea with Mrs P will be rewarded for pupils demonstrating high levels of good behaviour at all times.
- House Teams – four house teams will support our behaviour system, using our weekly stars. Each half term the winning team will receive a treat. Pupil Leaders and House Leaders to decide.
- Head Girl/Boy/Person and Prefects are able to hand out stars for high standards of behaviour around school and during assembly.

Breaktimes – staff will blow the whistle and it is expected that children freeze on the spot and sensibly walk to their lines. Staff will meet the children and take them into the classroom. Staff to encourage children to enter classrooms calmly and ready to learn attitude.

Discouraging Inappropriate Behaviour

We feel confident that our policy will enable us to develop good behaviour. Sometimes, however, children may forget our aims for good behaviour and may not

show consideration for the well-being of others. Everyone at Broadbent Fold Primary School should help to discourage unwanted behaviour as it occurs by:

- noticing good behaviour as it occurs
- encouraging children to reflect on their behaviour and the choices they make
- avoiding emphasis on inappropriate behaviour

Inappropriate behaviour (not exhaustive list) may include:

- disrupting lessons (which will not be tolerated)
- not following instructions/expectations
- name-calling / unkind words
- using unkind hands / hurting others
- racist and sexist behaviour
- making threats
- hurtful remarks and personal comments
- wandering around the class
- pushing tables
- making someone do something they don't want to do
- whispering about others
- laughing at a hurt or upset person
- preventing someone getting help
- ignoring people and leaving them out
- mocking differences
- damaging work or belongings
- bullying

Sanctions

Our colour coded system below is followed by staff and teachers in Key Stage One and Key Stage Two to decide on the appropriate sanction:

- All children start the school day on **green**.
- Child will receive a verbal warning.
- Continuation of inappropriate behaviour and the child will put their name on **amber**. The child remains on **amber** for the rest of the day unless moved to red. Then they start a fresh day on green.
- Further continuation of inappropriate behaviour and the child will move their name on **red**. This will result in a 10-minute loss of their break.
- If the child's behaviour on red is not improving loss of further breaks during the day will occur e.g. lunchtime. The child may be asked to spend the lunchtime inside reflecting.

- Parents will be notified of learning out of class where appropriate, not if it is to support the child with concentration.
- Teachers are to record when children receive a **red card**, this will lead to some loss of their Good to be Green time on Friday.
- If a child receives **three reds** in one week, then the class teacher will send a letter home for the families to discuss the behaviour. This is to be recorded on our electronic system (CPOMs).
- Further continuation will result in Phase Leader, Learning Mentor or SLT intervention.
- This could lead to a behaviour provision plan being put into place.
- If the child represents a school group, a decision will be made by the organiser of the group as to the child's future role.
- End of day communication with families where needed by class teacher or SLT member. This is via telephone or in person in a meeting (not on the gate).
- Consequences are to remain the same during break times and lunchtimes and all staff to follow the policy. Class teachers are to always be informed.
- Another class can be used to reintegrate the pupil into class; however the pupil must complete work that is not done in lesson time during detention or time out. Red Triangles are for emergency use only and the above must be followed before contacting a Learning Mentor or SLT.
- All to be recorded by staff on CPOMs to have a clear picture of behaviour – sanction – outcome. Effective behaviour management is the teacher's professional responsibility to endeavour learning time is not disrupted.

These steps are followed to ensure they have a fresh start after breaks.

Early years follow symbols including a sunshine, rainbow and cloud:

- All children start the day on a sunshine
- Child will receive a verbal warning
- Continuation of inappropriate behaviour and the child will move their name to the rainbow symbol and sit with an adult for 2 minutes.
- Further continuation of inappropriate behaviour and the child will move their name to the cloud symbol and spend time in another class for 5 minutes reflecting
- If a child is on the cloud symbol three times in one week, then the class teacher will contact home and discuss behaviour. This will be recorded on CPOMS
- Further continuation will result in Learning Mentor or SLT intervention
- This could lead to a behaviour provision plan being put into place

Where these interventions do not prove to be effective over a period of time, staff will develop special individual / group programmes. It may be necessary for outside agencies to be involved. Parents will always be involved in the setting up of these programmes.

In an effort to encourage future appropriate behaviour, parents and children may be referred or encouraged to receive help from the Educational Psychologist, local authority SEND team or Pupil Support Service

All incidents which include physically or verbally hurting someone are recorded on our electronic system. All examples of inappropriate language are recorded whether swearing, sexist (including transsexual, transvestite, intersex, gender variant, gay, lesbian or bisexual), racist, about home circumstances, disability or special needs or cyber bullying and this information is shared with governors in an anonymised format.

Differentiation and SEN

Occasionally a child may be taken out of the regular behaviour management system in order to address specific individual needs. In this case an individual's behaviour provision plan will be drawn up. Violence and significant disruption to learning will never be acceptable at Broadbent Fold Primary and Nursery. School will work in partnership with families to find the best possible outcome for all. It is the teacher's responsibility to create these plans, set reviews and meet families to check on improvements and next steps. Our SENCo will be sought if changes are not evident.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Never to be used as a form of punishment
- Be recorded on CPOMs and reported to parents

We currently have two members of staff Team Teach Trained to handle restraints and restraining incidents will always be reported to parents.

Exclusions

On occasion it is necessary to exclude children for fixed periods of time, especially when they are a risk to others or themselves through aggressive behaviour. Intentional harm, whether physical or emotional, to another child will be a reason for exclusion (e.g. biting, continual name-calling). Each case will be dealt with in relation to safeguarding and will be in line with the local authority's guidance.

If a child who has been excluded continues to harm others, a fixed-term exclusion will be issued. At such time that it can be identified that a child is at risk of permanent exclusion, a PARE (Pupil at Risk of Exclusion) meeting will be held between appropriate professionals who will share advice and appropriate strategies which will enable the child to be supported by the school.

In extreme cases a managed move or permanent exclusion may be appropriate. The school will always take appropriate advice from the local authority's Exclusions Officer before beginning such procedures.

Monitoring and Evaluation

Monitoring and evaluation is carried out on a regular basis to ensure the school behaviour policy is being followed consistently. Monitoring may take the form of observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning. The policy will be available on our school website and it will be sent out to parents at the start of every academic year. The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy.

**Broadbent Fold Primary School and Nursery's
written statement of behaviour principles**

The school uses the UN Convention on the Rights of the Child to underpin its behaviour principles and all other aspects of school policy and procedure.

Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All children, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to children at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by children and staff and is in conjunction with our home school agreement.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Children are helped to take responsibility for their actions.

Families are involved in behaviour incidents and are supportive of the school in order to foster good relationships between the school and pupils' home life.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the Full Governing Body of Broadbent Fold Primary School and Nursery every year, to ensure it meets the needs of our children.