

# **Broadbent Fold Primary School and Nursery**

## **Behaviour Policy and Statement of Behaviour Principles**



**Approved by: Chair of Governors – B Boyle 18<sup>th</sup> July 2019**

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## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Definitions

At Broadbent Fold Primary School and Nursery;

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors and around school, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude and being disrespectful
- Refusal to follow instructions
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Fighting or violent conduct
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

## 5. Roles and responsibilities

As a UNICEF Rights Respecting School, our Behaviour Policy and Statement of Behaviour Principles are built around the rights and responsibilities of our children, staff and parents. We believe that our children have the right to learn and be safe at school and therefore all stakeholders, including the children themselves, have a responsibility to ensure that this is possible for everyone.

At the beginning of each academic year, pupils and parents will be expected to sign Broadbent Fold's Home-School agreement. This document outlines the rights and responsibilities that our school, pupils and parents have during their time at our school.

### 5.1 Children's rights

This document concerns itself primarily with the following articles of the UN Convention on the Rights of the Child;

- Article 19 – You have the right to be protected from being hurt and mistreated, in body or mind.
- Article 28 – You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
- Article 29 – Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

### 5.2 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.3 The Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher will routinely review the Home-School Agreement with any parents or carers that are required to attend a meeting regarding their child's behaviour in school.

### 5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using the CPOMs reporting system

The senior leadership team will support staff in responding to behaviour incidents.

## **5.5 Parents**

Parents are responsible for:

- Supporting their child in adhering to the pupil code of conduct and Home-School agreement
- Supporting the school in upholding this behaviour policy
- Informing the school of any changes in circumstances or home life that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly

## **6. Pupil code of conduct**

Pupils have a responsibility to:

- Adhere to the Home-School agreement
- Behave in an orderly, sensible and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Follow instructions given by adults in school
- Move quietly around the school building
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or when walking to and from school.

## **7. Rewards and sanctions**

At Broadbent Fold we aim to use a consistent approach to all incidents of misbehaviour and serious misbehaviour, however, as in all situations involving children, individual context and circumstance must be considered before sanctions are applied.

### **7.1 List of rewards and sanctions**

Positive behaviour at Broadbent Fold will be rewarded with:

- Verbal and written praise
- Stickers
- Certificates
- Headteacher's awards
- Star points
- Golden Time
- Class rewards
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to another classroom
- Expecting work to be completed at home, or at break or lunchtime
- Removal of Golden Time minutes
- Internal exclusion at break or lunchtime
- Removal of privileges, i.e: representing the school in a sporting event or representing the class as a Pupil Leader
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract or producing a behaviour provision map
- Using fixed-term or permanent exclusion only where all other options have been exhausted

See appendix 3 for sample letters to parents about their child's behaviour.

We may use the Learning Mentor's room in response to serious or persistent breaches of this policy. Pupils may be sent to the Learning Mentor's room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who do not attend an internal exclusion are also sent to the Learning Mentor's room and parents will be contacted.

The Learning Mentor's room is managed by Mrs Butler, Learning Mentor.

## **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **7.3 Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

# **8. Behaviour Management**

As part of our commitment to the UN Convention on the Rights of the Child, all classrooms in school display a class charter. This charter should be formulated at the beginning of the school year with the children and should be referred to regularly as a reminder of the responsibilities the children have to manage their own behaviour.

## **8.1 Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the class charter that has been written and agreed with the children
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons

- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 8.2 Physical Restraint

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

- Causing disorder
- 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
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

## 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from BLIS specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Behaviour Management will form part of the continuing professional development staff have access to at Broadbent Fold Primary School and Nursery.

## **11. Monitoring arrangements**

This Behaviour Policy will be reviewed by the Headteacher and the Governing Body every two years. At each review, the policy will be approved by the Headteacher.

The written statement of Behaviour Principles (appendix 1) will also be reviewed and approved by the Governing Body at the same time.

## **12. Links with other policies**

This Behaviour Policy is linked to the following policies and guidance:

- Safeguarding policy
- Anti-Bullying policy
- DfE Exclusion guidance



## **Appendix 1: 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 pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils 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 pupils and staff
- 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
- Pupils 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 two years.



## Appendix 2: Broadbent Fold Primary School and Nursery

### Home-School Agreement 2019-20

At Broadbent Fold we believe that pupils achieve most successfully when parents and school value and respect each other and share common aims. We want to work with parents to promote our pupils' achievements and success.

As a UNICEF Rights Respecting School, we root our policy and provision in key articles from the UN Convention on the Rights of the Child, this includes;

- Article 19 – You have the right to be protected from being hurt and mistreated, in body or mind.
- Article 28 – You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
- Article 29 – Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

### The responsibilities of all staff

It is the staff's professional responsibility to:

- *Know the children as individuals.* This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them.
- *Provide a balanced curriculum.* This means helping children to acquire skills in reading, writing, maths, science and all the areas identified as necessary and important by Broadbent Fold and the National Curriculum.
- *Help children become independent learners.* Encouraging them to think for themselves, develop their own opinions, and to organise their time and resources effectively, with support from the teacher.
- *Help children develop as individuals,* encouraging confidence, self-esteem and positive relationships with other children and adults.
- *Form positive relationships with the parents of the children they teach,* so that there is a shared understanding. Children learn best when school and home work together for the benefit of the child.

REMEMBER: Every child is different and the teacher is trying to do his or her best in all the ways mentioned above for up to 30 children every day.

### The responsibilities of parents/carers

- *To explain to your child what school is for:* a place for learning where he/she will be with other people and that means sharing books, equipment, adult attention and co-operating with others.
- *To help your child with his/her learning.* This means showing an interest in what your child has done at school, sharing reading books, looking after and returning borrowed books or resources; attending parent's meetings and open evenings to discuss your child's progress with the class teacher and supporting your child with their homework.
- *To support the school.* Any worries or concerns should be shared PRIVATELY with the class teacher in the first instance. Please don't voice your concerns in front of your child or other children, in a public place or on social media. Remember that we can't help you if you don't talk to us directly so please, make an appointment. We are always willing to listen and come to a shared understanding. If the parent criticises the school, the child will do the same, and this will affect his/her learning.
- *To send your child to school on time,* every day when he/she is fit enough to come, and to collect him/her if they do not go home on their own. Parents/carers will endeavour to avoid taking holidays during term time or booking routine medical appointments during school hours. Please be aware that

parents/carers can be fined for taking children on holiday during term time or not ensuring their child attends school regularly.

- *To send your child to school ready to learn.* Children need to concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten healthily, and to be suitably dressed.
- *To communicate with the school any special medical needs, or any special circumstances at home that may affect your child's learning.*
- *To support the school's policies and guidelines, e.g. Behavioural, Homework, Special Educational Needs and Attendance policies and School Dress Code.*

### **The responsibilities of the children - our pupil code of conduct**

As parents and teachers, we need to explain to children what is expected of them. Here are some examples of the behaviour we require from the children at Broadbent Fold, both in and out of the classroom:

Pupils have a responsibility to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other and learn to sort out difficulties without using physical or emotional violence.
- In class, make it possible for all pupils to learn
- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

All parties will be asked to sign the Home School Agreement.

This will be done at a meeting with the Head Teacher before a child joins Broadbent Fold Primary and Nursery School and at the beginning of each academic year.

**Full name of child** (please print)

\_\_\_\_\_

Home-School agreement signed by parents/carers

\_1. \_\_\_\_\_

\_2. \_\_\_\_\_

Home-School agreement signed on behalf of the school

\_\_\_\_\_

**I have had this agreement explained to me and I will do my best to support my parents/carers to uphold it**

Home-School agreement signed by the child

\_\_\_\_\_ Dated: \_\_\_\_\_

## Appendix 3: letters to parents about pupil behaviour – templates

First behaviour letter

Date

Dear [insert parents title and names],

Recently, your child, \_\_\_\_\_, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Date

Dear [insert parents title and names],

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me [date, time] so we can discuss a way forward.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_, has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.*

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Dated: \_\_\_\_\_