

Broadbent Fold Primary School and Nursery

Behaviour Policy



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, and on 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. The policy is therefore designed so that all members of the school can live and work together where all can learn without anxiety. Steps are in place to reduce the likelihood of bullying.

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. 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.

At Broadbent Fold Primary School and Nursery, we do not have 'rules', but expectations.

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.

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 Head teacher 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**

This is instilled through our Broadbent Fold Expectations, 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 learning how to behave well towards each other, their teachers and their parents is very important. This is an essential part of helping our children to stay happy and grow socially, personally and academically.

When children are clear about what they are expected to do and when they are continually and consistently asked to do it, we believe that the best learning will take place.

This behaviour policy has been constructed 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 children, staff and parents have the right to benefit from the policy. They have a right to comment upon and develop the policy but not to ignore it. The policy belongs to all of us and constructive ideas are welcomed.

The benefits of good social behaviour

We believe that if we encourage staff, pupils and parents to value good social behaviour we gain the following benefits:

- Children are able to achieve their full potential and achieve academic success, they are self-confident, and they do as well as possible in their school work
- 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 they develop a personal independence
- Staff are able to teach/support effectively because there are fewer behavioural issues to deal with, the needs of the pupils are met and staff are able to have positive contact with all parents
- Parents are assured that their children are learning appropriate behaviour, they feel confident that their children are developing personally, socially and academically and their children receive support when needed and feel welcome to discuss their children's progress

How we cultivate good social behaviour

In order for good behaviour to develop we believe that pupils, staff and parents 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 pupils with a Social, Emotional and Behavioural need, necessary adjustments to provision, including the use of incentives and sanctions, will be recorded clearly in individual Care and Support Plans, in line with the Disability Equality Policy
- The curriculum to support and develop 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 is a high priority which is reviewed and amended regularly

What is meant by good behaviour?

We have agreed that good social behaviour occurs when everyone in school is:

- helpful and cooperative
- aware and responsive to the needs of others
- polite and friendly
- respectful of other people, their possessions and property
- quiet (where appropriate and expected)
- 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.

These aims are reflected in our Broadbent Fold Expectations 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
- 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 pupils, 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: 50 to receive a bronze award, 100 to receive a silver award, 170 to receive a gold award and 250 for a Headteacher award - these are to be displayed in full view of the class
- individual stickers – good to be green on a Friday
- special stickers/ certificates awarded by the Headteacher
- good to be green time at the end of each week
- positive communication with parents
- star of the day in EYFS & KS1
- a positive text may be sent home for two pupils each week
- good work can go to the Head teacher
- class compliments

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
- 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:

- Child will receive a verbal warning
- Continuation of inappropriate behaviour and the child will put their name on **amber**
- 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 behaviour warrants a longer period inside or the incident occurs at lunchtime, then pupils may be asked to spend the lunchtime inside reflecting
- 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 child is sent to another class/area they will complete a **red slip** for reflection
- If a child receives **three reds** in one week, then the class teacher will contact home and discuss the behaviour. This is to be recorded on our electronic system (CPOMs)
- Further continuation will result in 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
- 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

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 pupils may be referred or encouraged to receive help from the Educational Psychologist or the Behaviour for Learning Support Team (BLIS).

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.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil 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 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 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 year, to ensure it meets the needs of our pupils.

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

Date _____