

Broadmere Primary School Behaviour Policy

Children's Code of Conduct

At Broadmere we are SAFE, RESPECTFUL and RESPONSIBLE

We expect all members of our school community to behave respectfully and to act responsibly both on and off school premises. We believe that our pupils have the right to learn in an environment where they feel and are safe at all times.

Recognition and Reward:

Recognition boards will be used in all classrooms to encourage positive behaviours, including regular attendance.

House points will be awarded for good behaviour, attitudes and effort.

Children may receive a Purple Praise token for outstanding, unprompted, positive behaviour and/or effort.

Certificates are presented throughout the school year to celebrate children's successes: regular attendance and punctuality, modelling the school's values, academic achievements, sporting achievements.

When things go wrong:

A restorative approach will help children to reflect on their behaviour when things go wrong and to shape their future choices.

5 Magic questions will be used by a member of staff:

1. What happened? (Include what happened before the incident)
2. What were you thinking?
3. What were you feeling?
4. Who else has been affected by this?
5. What do you need to do now so that harm can be repaired and make sure it doesn't happen again?

Consequences will depend on frequency/severity of the negative behaviour choices. These may include:

- Verbal reminder by an adult
- Time off the playground, out of class (another classroom with work to be completed)
- Teacher to speak to the parents/carers
- **Speaking with a member of the Senior Leadership Team who will decide on next steps**
- Parents/carers informed – telephone/meeting
- Writing a letter of apology
- Completing work after school with the teacher and parent
- Missing out on a class reward

If the school deems it necessary to follow up an incident with a child's family, the class teacher will speak to a parent/carer on the same day whenever possible.

Serious incidents such as physical harm or cyberbullying will lead to Senior Leadership involvement. Any serious incidents may result in an internal or external (fixed/permanent) exclusion for the child.

The school has zero tolerance towards any form of prejudice. The school is required to report any issues of prejudice to the Local Authority, for example, disability, racial, cultural, religious, sexual.

Roles and Responsibilities

The Local Governing Committee is responsible for:

- Reviewing and approving the Children's Code of Conduct
- Monitoring the effectiveness of the Children's Code of Conduct
- Holding the Headteacher to account for its implementation

The Headteacher is responsible for:

- Reviewing and approving this Code of Conduct
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour choices
- Monitoring how staff implement this Code of Conduct to ensure rewards and consequences are applied consistently
- Ensuring staff are provided with training on managing behaviour, including proper use of restraint, as part of their continuing professional development.

Staff are responsible for:

- Implementing the Children's Code of Conduct consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils (Behaviour Plan in place)
- Recording behaviour incidents online (read by Senior Leaders)

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

Parents are expected to:

- Support their child in adhering to the Children's Code of Conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil who is presenting a danger to themselves or others.

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

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.

Our school's SENCO 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 be sought from 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.

Approved by: [Judy Hall \(Executive Headteacher\)](#)

Date: [27.6.2019](#)

Next review due by [26.6.2020](#)

Addendum – Covid-19

Our Children's Code of Conduct is focussed on the 3 key words: [SAFE, RESPECTFUL, RESPONSIBLE](#). We expect all members of our school community to behave respectfully and to act responsibly both on and off school premises. We believe that our pupils have the right to learn in an environment where they feel and are safe at all times.

The principles set out in our Behaviour Policy (Children's Code of Conduct) remain and should continue to be followed. This addendum should be read in conjunction with the existing policy. It sets out the expectations of our school in light of the Covid-19 pandemic and the need for children to behave differently when they return to school.

We expect the children to:

Follow the altered routines for arriving at and leaving school;

Follow school instructions on hygiene, such as handwashing and sanitising;

Follow instructions on who they may socialise with at school;

Move around the school as per specific instructions (1 way systems, out of bounds areas, queuing);

Follow expectations about sneezing, coughing, tissues and disposal (catch it, bin it, kill it) and avoiding touching own mouth, nose, eyes with hands;

Tell an adult if they are feeling poorly;

Follow rules about sharing equipment;

Follow rules about where they may/may not play;

Follow rules about the use of toilets (1 at a time);

Follow rules about coughing/spitting at or towards any other person.

Sanctions applied will be reasonable, proportionate and fair, taking the child's age and understanding into account.

Children will be supported in the following ways:

There will be signs/posters/visual prompts through the school to remind them of the new safety measures in place;

Group leaders will explain the new routines and rules sensitively and help the children to feel safe and reassured by the rules in place;

The new routines and expectations will be explained and repeated by the group leaders daily and throughout the day to reassure the children, particularly the most anxious;

Group leaders will focus on routines, safety and well-being rather than academic challenge;

Children will be able to share their concerns and these will be responded to by the adults in school.

[If, despite all appropriate support and guidance, a pupil repeatedly breaks our current safety rules, the headteacher may, as a last resort, consider alternative arrangements or exclude a pupil either for a fixed period or permanently.](#)

Positive Touch and Physical Intervention:

There may be times when a pupil's behaviour requires staff to use physical intervention to ensure the child's own safety, the safety of other pupils and staff, or that property is not seriously damaged. The school will be guided by the following principles in these circumstances, in line with advice from the Surrey Accredited Training Centre:

- Given the current pandemic, staff will also need to consider the possible risk of infection if they physically intervene, contrasted with the possible risks of infection should they not intervene;
- Any decisions made should be in accordance with Public Health and Government guidelines on Covid-19;
- Advice remains firmly focused on restraint reduction. The emphasis is on de-escalation, reducing triggers, and early interventions to manage risk;
- When deciding to use restrictive interventions, any such restriction must be a last resort, reasonable and proportionate action;
-

- Staff need to ensure their decisions consider the risks of doing something contrasted with the risks of doing nothing;
- Schools should continue to explore non-restrictive alternatives that maximise safety and minimise harm at the point of risk behaviour;
- At the heart of all decisions is our desire to maintain the Care, Welfare, Safety and Security of everyone, staff as well as pupils.

Addendum added on 3.6.2020