



**BROADWOOD PRIMARY  
SCHOOL**

# BEHAVIOUR POLICY

“In the real world, real children need guidance and love and boundaries.  
And it falls to us.  
There’s no-one else”

*Tom Bennett, Behaviour advisor to DfE*

**Last review date**  
**Reviewed by**  
**Next review date**

**06.11.18**  
**Governing Body**  
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## **Rationale**

Children learn best when they feel emotionally and physically safe, but to create a learning environment where this is the case, a clear set of boundaries that are understood and adhered to by the whole school community need to be established.

We, at Broadwood, recognise that behaviours that are needed to stay within these boundaries need to be explicitly taught and modelled to the children, as they do not all arrive at school knowing how to make the right choices about behaviour.

Our whole school behaviour system is designed to teach and support children to make the right behaviour choices to stay within the boundaries we set. The positive learning behaviours complement and reinforce our behaviour system.

## **Introduction**

At Broadwood we have a shared vision to create a school where children are equipped, inspired, celebrated, valued and empowered. Our welcoming, positive and caring ethos defines our school and is commented on by children, staff, parents and visitors. We aim to provide every child in our care with the most unique educational experience, developing their skills, knowledge, understanding and talents, and instilling within our children the core values of respect, tolerance, happiness and a lifelong love of learning.

Our approach to managing pupils' behaviour is firmly rooted in a positive ethos. Praise, encouragement and reward, linked to high quality teaching and learning, makes school an interesting, exciting and safe place in which to learn.

The school aims to provide an environment which feels safe and is free from bullying and intimidation for children, staff and visitors, where all people, living things and property are treated with respect and care.

We know that good behaviour is an essential factor in achieving successful teaching and learning. We all have vital roles to play in modelling, encouraging and supporting good behaviour. We have high expectations of behaviour within a positive, caring ethos. The children understand these expectations and learn within firm boundaries and a consistent whole school approach.

It is well known that before we can understand children's behaviour, we must understand their needs. In accordance with this there is an ethos at Broadwood that if children behave in a manner which is inappropriate within the ethos of the school, there is a reason for it that needs investigation. All children are treated fairly and with respect and we have high expectations that they will behave in this way towards their peers and the adults that work and care for them within our school community. We aim to support children to take control of their choices and understand the consequences of those choices for themselves and others.

We are also aware of the impact of other outside factors that can impact on behaviour, such as a change in circumstances, a family break-up or bereavement. Our aim is to develop trusting, open and honest dialogue with the children, parents and carers so we can work together in the best interests of the child and family.

## **The Scope of the Policy**

The school's behaviour policy will be applied in school, but may also be applied when pupils are out of school for example on school trips, on their journey to or from school or in any other situation where the pupil is identifiable as a member of the school. The policy may be applied at any time if the behaviour could have repercussions for the orderly and safe running of the school or poses a threat to the well-being of other members of the school (for example, but not limited to, incidents of cyberbullying).

Threatening or violent behaviour, disrespectful treatment of staff and involvement in bullying, or prejudicial behaviour, always results in serious consequences. Swearing, the use of offensive language, physical aggression, or causing harm to other people or their property is not acceptable. If property is wilfully damaged the school may ask parents to cover the cost of its replacement. In cases of serious incidents the school will aim to work in partnership with parents and carers, as well as other agencies, to support a positive change.

## **Aims**

- To establish and maintain a code of conduct to which all members of the school adhere when at work and play.
- To encourage and foster positive attitudes to both social and learning behaviours.
- To have a consistent whole-school approach to behaviour and discipline.
- For all members of our school community (children, staff, parents & governors) to live by, and be role models for, our school values.
- For all pupils to feel valued and safe at school in order to enjoy their day at Broadwood.
- To encourage children to think about and take responsibility for their behaviour, and to reflect on how it might affect others around them.
- To help everyone to understand and accept that actions and choices have consequences for themselves and others.
- To teach, model and reward good behaviour and to explain the effects of, and to have appropriate consequences for, poor behaviour.
- To have a clear set of consequences for unacceptable behaviour that promote the learning of good behaviour.
- To ensure clear, consistent, and positive discussions can be had between the school and parents about behaviour.

## **School rules**

Our behaviour system is built around our school rules which are grounded in our core values of respect, empower, celebrate, equip, inspire and value.

### **Our School Rules**

1. Respect yourself, each other and the school environment.
2. Be kind by keeping hands, feet and unkind words to yourself.
3. Follow the directions /instructions of all adults in school.
4. Walk in school.
5. Use quiet voices inside school and no voices when it is time to listen.

## **Responsibility of all staff:**

To recognise the vital role that parents play in their children's behaviour and education and foster strong links with parents and good communication between home and school.

To create a positive environment in the classroom and playground;

To listen to them and to hear their point of view;

To be polite and to address them in a reasonable tone of voice (no shouting);

To value all aspects of their achievements;

To be fair, clear, firm, consistent, positive and understanding;

To be clear about and model behaviour expectations;

To encourage them to be responsible for their own behaviour and goals;

To let parents know about their children's good behaviour;

To reward children for good behaviour.

To ensure the environment is safe;

To talk with children about things that go wrong and help children to reflect so children understand why some things are wrong and why we have rules;

- To explain the reasons for any consequences;
- To be in charge and maintain order so that everyone may benefit from a positive environment;
- To supervise the playground well;
- To trust them and to care about them equally;
- To treat them as individuals and to take an interest in their lives;
- To see each day as a fresh start.

### **Responsibility of the Children**

- To be polite to teachers, support staff and lunchtime staff, other children and visitors and to respect the authority of the adult in charge.
- To listen to adults and each other at all times and to consider each other's feelings and viewpoints.
- To walk around the school quietly and calmly.
- To take a positive role in all classroom activities and to try as hard as they can.
- To value each other's work.
- To work and play co-operatively with each other.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses.
- To accept a solution or consequence if they have done something wrong.
- To be able to reflect on their behaviour and to consider alternative choices.
- To care for the school and its equipment.
- To feel responsible for giving a good impression of themselves and the school both within and outside the school.
- To accept the teaching and support from the school to choose the expected behaviours
- To ask questions about behaviours and consequences to ensure everything is understood
- To talk to the teacher in the consequence room if there is anything that would help to ensure good behaviour choices

### **Responsibility of Governors**

- To establish the overall principles on which the behaviour policy is based.
- To monitor implementing of the policy.
- To support the Headteacher when making decisions about matters of serious behaviour.

### **Responsibility of the Headteacher**

- To ensure all school staff, children, parents, and governors are aware of, and understand the behaviour system.
- To ensure there are systems to enable all rewards and consequences to take place.
- To ensure our values of respect, celebration, empowerment, inspiration, equipping and value run through the delivery of the behaviour system.
- To manage the consequences of behaviour outside the behaviour system (Stage 5 consequences) including issuing fixed-term and/or permanent exclusions to individual pupils in line with the Exclusion policy.
- To ensure more serious incidents of behaviour are recorded and data are kept and analysed in detail on a termly basis.
- To review the effectiveness of the policy annually with the senior management team.
- To monitor the implementation of the policy on a day-to-day basis.
- To report on a termly basis to the governance board.

### **Responsibility of the Deputy Headteacher**

- To support the Head Teacher in all of the above
- To support the teaching staff and support staff in their responsibilities
- To ensure the lunchtime staff understand the behaviour system and to support them in their role within it.
- To investigate fairly more serious incidents of behaviour.

### **Responsibility of the Leadership Team**

- To support the Head Teacher and Deputy Head Teacher in all of the above.
- To support all staff in their responsibilities.
- To ensure the system runs smoothly within each phase (phase leaders).
- To support the Head Teacher in staffing the Stage 4 consequences

### **Responsibility of the Class Teacher**

- To create a positive climate within the classroom.
- To have high expectations of pupils in terms of the choices they make, their behaviour and relationships.
- To ensure children walk around the school in an orderly fashion.
- To keeping records associated with our behaviour management system.
- To seek help and support from senior colleagues where appropriate.
- To report to parents, information about a child's behaviour, emotional needs and well-being
- To liaise with external agencies to support and guide the behaviour and emotional of pupils.
- To ensure all children understand the expected behaviour by clearly teaching and modelling this.
- To ensure all children understand the consequences of different behaviours.
- To give out consequences in a non-confrontational manner.
- To ensure children know exactly what to expect when given a consequence.
- To communicate with relevant staff to ensure all consequences are followed through.
- To ensure each child attends their consequence.

### **Responsibility of the Lunchtime Staff**

- To support children in understanding and keeping within the behaviour boundaries
- To address boundaries not being adhered to by non-confrontationally explaining to the child which rule is being broken and then giving a stage 1 warning – or, if the behaviour continues, explaining that a consequence will need to be given by their class teacher. The naming of a Stage 2, 3 or 4 does not need to happen.
- To report to the class teacher the child's name, and the behaviour displayed.

### **Responsibility of the Support Staff**

- To support children in understanding and keeping within the behaviour boundaries
- To address boundaries not being adhered to by non-confrontationally explaining to the child which rule is being broken and then giving a stage 1 warning – or, if the behaviour continues, explaining that a consequence will need to be given by their class teacher. The naming of a Stage 2, 3 or 4 does not need to happen.
- To report to the class teacher the child's name, and the behaviour displayed.
- To support children in understanding and keeping within the behaviour boundaries
- To adhere to the SEN behaviour plan that has been set out for the child by the class teacher

### **Responsibility of Y6 Prefects**

- To wear prefects wear badges and high visibility vests and are to set a good example to younger members of the school community whilst displaying excellent behaviour and acting as mentors.
- To also conduct lunchtime duties to support the Headteacher in the smooth running of the school.

### **Responsibility of Classroom Monitors**

- To act as good role models for the rest of the class when carrying out their duties.

### **Responsibility of the School Council**

To discuss particular rules and their implementation and report back to their class.  
To act as role models for other children around the school.

### Responsibility of the Parents

To support their child's learning and behaviour and co-operate with the school.  
To be aware of the school rules and support the school's decisions when applying consequences.  
To contact the class teacher with any concerns about behaviour.

### Special Educational Needs

Should a child's behaviour over time raise concern it will be considered with parents/carers whether they may need to be placed on the Special Educational Needs register. At this stage a behaviour contract may be written with the child and shared with parents/carers. This is reviewed regularly.

### Rewards

We create a healthy balance between rewards and consequences. Pupils should learn to expect fair and consistently applied consequences for inappropriate behaviour. The emphasis of the policy is to REWARD and PRAISE, which should be given whenever appropriate for both good work and behaviour.

If children make good choices they will get praise and positive feedback:

- Verbal recognition (specific).
- A smile!
- Thumbs up.
- Stickers.
- Positive note or call / speak to parents /carers.
- A certificate.
- Sent to year group partner /phase /subject leader / DHT / HT for praise.
- A post card home.
- Golden time.

### Over and Above

An *Over and Above* reward is the presentation to the child of a gold star with their name in it to be placed on display in the classroom which leads to the possibility of a half termly Head Teacher award. This is for behaviour that is over and above expected behaviour such as an outstanding act of kindness. This is delivered in full display of the class. Each week the class Teacher will choose a single "Star of the Week". This child is given a reward postcard to take home. A selection of children who have consistently displayed over and above behaviour will be sent to the headteacher at the end of each half term to receive praise, a post card and a small prize.

### Consequences

**Before issuing consequences**, and if the behaviour is off task but non-disruptive, teachers use various pupil management techniques, for example:

- Eye contact
- Gesture
- Proximity
- Supportive feedback to a pupil nearby

The Broadwood behaviour system is set out on a display poster as a ladder that stands next to our Broadwood Tree (our school logo). The rules are displayed in the green part of the tree. The rungs of the ladder are labelled, in descending order, *Stage 1*, *Stage 2*, *Stage 3*, *Stage 4*, and there is a top part of the ladder which is labelled *over and above*. Each stage is a consequence for a list of

behaviours. The consequences increase in severity as the poor behaviours displayed increase in seriousness.

<p>Stage 1 Verbal warning</p>	<p>Shouting out in class            Running in school            Being rude to an adult            Not following an instruction            Damaging school property            Being unkind to peers</p> <p>This is the consequence for the list of behaviours below when displayed for the first time. It is a chance for the teacher to clarify the child's displayed behaviour with them and to ensure the child understands now how to make the right behaviour choice. It is delivered quietly to the child, in a supportive manner, and away from the child's peers if possible.</p>
<p>Stage 2 Loss of break time with class teacher</p>	<p>This is the consequence for the above behaviours when displayed for the second time and after a <i>Stage 1</i> warning has been given.</p> <p>It is assumed that the child is aware of the rule and has chosen the behaviour that does not follow the rule. It is delivered quietly to the child, with an explanation of the effects of that behaviour, and away from the child's peers if possible.</p>
<p>Stage 3 Loss of 30 minutes at lunchtime with class teacher golden time</p>	<p>This is given for continued display of above behaviours. In addition there are some behaviours that jump a child straight to <i>Stage 3</i>. These are; using bad language intended to hurt feelings, kicking, pushing, pulling hair, allowing misuse of property to cause danger, stealing, and serious damage to school property. It is delivered quietly to the child, with an explanation of the effects of that behaviour, and away from the child's peers if possible.</p>
<p>Stage 4 Loss of whole lunchtime and golden time with member of leadership team.</p>	<p>This is for defiant display of above behaviours. In addition there are some behaviours that jump a child straight to <i>Stage 4</i>. These are; using swear words and aggressive or harmful behaviour towards others. As before, it is delivered in a non-confrontational manner.</p>
<p>Stage 5 Involvement of Headteacher, potential internal and external exclusion</p>	<p>See Appendix 1 for a list of behaviours that may result in exclusion. These behaviour represent a serious breach of the school behaviour policy.</p>

### Severe cases of misbehaviour

There are some behaviours that are deemed outside our school behaviour system. This is referred to as a *Stage 5* but is not included on the behaviour posters around school. The Headteacher will always be involved with these behaviours and will involve parents and outside agencies as necessary.

These are behaviours that are illegal, or that cause, or have the potential to cause, serious and intentional emotional or physical harm to another person. These behaviours are dealt with by the Head Teacher may lead to a form of exclusion.

## **External exclusion of Pupils**

Decisions relating to fixed-term and/or permanent exclusion are taken by the Headteacher, in discussion with colleagues, following a very thorough investigation of the circumstances surrounding the incident in question, with full regard for and in line with the DfE Guidance on Pupil Exclusions.

## **Monitoring**

The policy is reviewed regularly by senior staff in school. All incidents recorded are monitored by the senior leadership team on a termly basis. Exclusions and racist / homophobic incidences are reported to Governors on a termly basis.

## **This policy should be read alongside other relevant policies and documents:**

Anti Bullying Policy  
Equalities Policy  
Positive Physical Intervention Policy  
Home School Agreement  
PSHE Policy  
SEN Policy  
Health and Safety Policy  
E Safety Policy  
Teaching and Learning Policy  
Exclusion Policy

## **Appendix 1 Circumstance where an external exclusion of a pupil may be appropriate:**

*Legally the headteacher is the only person authorised to exclude a child. Parents have a right of appeal to the governing body.*

Exclusion, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are serious infringements of the school's behaviour policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Indecent behaviour
- Sexting
- Abusive/offensive messages via electronic communication (Facebook, trolling, Whatsapp, Instagram, Twitter, texts etc.)
- Damage to property
- Leaving school premises without permission
- Possession and /or misuse of illegal drugs
- Possession and /or misuse of other substances including alcohol, tobacco and legal highs
- Theft
- Carrying a weapon which could cause harm to themselves or others
- Arson
- Persistent bullying
- Persistent prejudice based harassment or hatred based acts
- Coercing others to perform acts that are dangerous to themselves or others
- Imitating a perceived act of terror
- Threatening to carry out an act of terror
- Conducting an act of terror
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying pupil's behaviour.

Exclusions may be the result of persistently poor behaviour or a serious single incident.

NB This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Please also refer to the Exclusion Policy.