

Behaviour Policy

March 2022

Aims of the Policy

At Broad Heath School, we believe that behaviour management is an integral part of the curriculum which enables all the pupils to reach their full potential. Striving to become a good “Broad Heath Citizen” supports our pupils in achieving the fundamental social skills that will allow pupils to participate fully in the life of the school, the home and the community.

Managing Behaviour

At Broad Heath School, we believe there should be respect, fairness and consistency when all staff deal with children. The school policy for managing behaviour on a day to day basis is based upon, and driven by 3 tenets:

- A set of rules that pupils understand and are expected to follow at all times.
- A manageable, meaningful set of positive incentives which reward pupils for following the rules.
- A manageable, meaningful set of specific staged consequences for those pupils who chose not to follow the rules.

Broad Heath School Rules

The school has 5 basic rules which are common across the school and underpin what we believe and do. These rules are displayed in all classrooms and are known to all the children.

1. **Stop, look and listen please. (When asked to do so).**
2. **Respect and care for all things.**
3. **To give of your best.**
4. **Speak to everyone respectfully.**
5. **To follow instructions to the best of your ability.**

If pupils follow these rules we expect them to:

- Stop and listen attentively when adults ask them to.
- Show respect for others and talk to each other and adults politely.
- Work hard to the best of their ability.
- Walk when they are inside the building.
- Play safely outside.
- Avoid disagreements and arguments and refer to adults or peers for help.
- Use calming and problem-solving strategies that are taught to pupils from Nursery to Year 6.
- Accept responsibility for their own behaviour and apologise if necessary.
- Arrive in school on time each day.

Positive Rewards for Following the School Rules

All the Staff appreciate that it is important to encourage pupils to follow the school rules so that there is order in school which will enable everyone to reach their full potential. Individual pupils and classes are rewarded in a variety of ways for being good “Broad Heath Citizens.”

1. Class teachers all have individual reward systems for following the school rules which vary between classes e.g. Dojo points online, stickers, table points.
2. “Posh Nosh”

Every week, class teachers award 2 certificates in Assembly. One certificate is for “Teamwork” where individual pupils cooperate in group situations and the other is for being a “Superstar” and working hard. All the pupils are allowed to sit at the “Posh Nosh” table on a Friday where they are served their dinner by the DRAs.

3. Broad Heath Citizen of the Week

Each week, the class teacher nominates a “Citizen of the Week” for an outstanding behaviour. These pupils are given a reward by the Pastoral Team.

4. Certificate of Excellence and Certificate of Recognition

Each week, classes choose two children who have shown excellence and have been role models in their learning. These children are rewarded in our behaviour assemblies.

5. Recognition slips and notes

The children can be recognised for positive behaviour at any point including being given a note/message from a ‘special’ pad.

6. Class “Brick Wall”

Each half term every class has an empty “Brick Wall” and pupils are awarded class bricks by any member of staff for exemplary behaviour anywhere in school. The class who completes their wall first is given an age appropriate treat. e.g. A bouncy castle, a film, extra swimming.

7. A ‘Postcard’ will be sent home for exceptional pieces of work and behaviour informing parents of their child’s success.

8. Excellent pieces of work and behaviour are recognised by teachers and this is shared with year leaders, members of SLT and the headteacher.

9. Each week the children have a chance to nominate their peers for a place in the Broad Heath Weekly. This allows the children to learn about the value of the vote and the value of their voices.

Unacceptable Behaviour

There are some kinds of behaviour that are not appropriate at school and it is important that the children recognise this and are aware of them:

- Refusing to listen to adults when asked to.
- Refusing to follow reasonable instructions.
- Stopping others from working or interfering with others’ work.
- Name calling including verbal abuse of any kind including internet bullying.
- Any prejudice-related behaviour (all behaviours or forms of prejudice)
- Swearing or using offensive and insulting language.
- Bullying (threatening, picking on or intimidating another person, deliberately leaving someone out of an activity).
- Deliberate acts of disrespect (e.g. kissing teeth, pulling faces, ignoring teachers).
- Stealing or damaging property/deliberate acts of violence.
- Leaving the classroom, building or grounds without permission.

Consequences for not following the school rules

Before the child is placed on the traffic lights, they will be given a verbal warning and an opportunity to modify their behaviour.

Pupils’ names will be placed on the “Traffic Lights” charts in the classroom if behaviour does not improve.

Green Traffic Light: E.g. Calling out, tapping, fidgeting, not sitting properly, not listening and talking when the Teacher is talking, leaving their seat without permission and stopping others from learning.

1. Pupil given a warning by the Class Teacher and write the child's name on the traffic light.

2. Class Teacher to inform parent/carer for children who are consistently on the green traffic light.

Amber Traffic Light: Behaving as above and/or drawing others into negative behaviour. Arguing, not sharing, answering back and use of inappropriate language or escalation of the above.

1. Pupil taken to Year Leader to reflect for an age appropriate amount of time.

2. Pupil to be sanctioned by class teacher and inform Year Leader.

3. Class Teacher must inform parent/carer for children who are consistently on the Amber traffic light by placing them in the Behaviour Book (highlighted in amber).

Red Traffic Light: Behaving in any of the ways above and/or displaying violent or aggressive behaviour of any sort, inciting other to behave badly, damaging school property and/or the school environment. Stealing, walking out of the classroom/school, refusing to follow instructions or direction from a member of staff. Racist/sexist remarks/bullying.

1. Pupil taken to the Pastoral Team/Leadership

2. Pupils' Name in the Class Behaviour Book.

3. SLT, Behaviour Manager, Year Leader and office informed by email with date, time and rule/s broke.

4. Parents to be called in and spoken to by the Class Teacher and Senior member of staff. To be added onto CPOMS by CT /Senior member of staff.

Please note: For children on Amber the names should be rubbed off at lunchtime after speaking with the child to allow for a fresh start in the afternoon. Amber children should be logged in the Behaviour Book as not a Behaviour assembly incident.

This will be appropriate to the age and any additional needs of the child.

No Sanction will be used that involves:

- Corporal punishment
- Deprivation of food or drink at dinnertimes
- Withdrawal of medication
- Wearing clothing or accessories that degrade the pupil or make them the focal point of ridicule

Behaviour Book

All classes have a Behaviour Book to record any serious incidents of "unacceptable behaviour" by pupils.

All entries are recorded in the same way:

- Name of the pupil.
- Time and date of the unacceptable behaviour.
- School Rule broken e.g. **Rule 2.** To respect and care for all things
- A brief account of the incident e.g. Child (name) was in the playground and he became angry and **hit** another pupil.

Non-negotiable incidents such as malicious damage, attacking others, disrespect for adults etc will sidestep the traffic lights and go straight into the behaviour book if an exclusion is not warranted or is deemed inappropriate as a response to the child's needs and evaluation of the outcome.

Any pupil placed in the Behaviour Book will not be allowed to participate in Skills Academy that week.

They will also be sent to members of the Behaviour Team and be spoken to about their behaviour and will be given a “Behaviour Target” chart if required, so that their behaviour can be monitored. This will be shared with the schools’ Senior Managers.

Being entered in the Behaviour Book will be registered on CPOMS.


Behaviour Assembly

An assembly is dedicated to deal with the Behaviour Books and addresses behaviour that is unacceptable and praises behaviour that is worthy of recognition. In KS1, the behaviour incident will be shared with the children but no names will be mentioned. In KS2, the children are asked for a moment of self-reflection and consider their behaviour and how we can improve in a supportive manner. This process ensures all issues are dealt with in a positive way with a new, fresh start the following day.

Physical Restraint – Procedures/Protocol

The School recognises that there are times when physical contact with a pupil may be necessary, for example, giving first aid, if a child is in distress or needs comfort or calming down. Very rarely, staff may be required to physically restrain a child

Red Card Information



- Red card sent (with sensible child) to Behaviour Manager, Pastoral Team, member of SLT or Year Leader.
- De-escalation techniques to be used, outside of the classroom where possible.
- Child asked to calm down and sit outside classroom.
- Where appropriate staff should work in pairs for the purposes of controlling or restraining the child.
- Check positions of hold constantly and communicate with each other and the child.
- Reassure the child that you will relinquish control when the pupil has gained sufficient composure and self-control.
- 2 staff to remain with the child until calm and spend ‘time out’ with a member of staff.
- Record incident, as set out in the Behaviour Policy

Using the guidance issued by the DfE, ‘Use of reasonable force – July 2013’, staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging school property, or from causing disorder. A Red Card is placed in each classroom should a member of staff require support. In an emergency, any member of staff would be entitled to intervene.

Teachers will always try to use other strategies and techniques to deal with difficult situations. Red card incidents should be recorded on CPOMs.

A ‘Record of the Use of Reasonable Force’ form should be completed if any person, pupil or adult, is

injured or marked or if there are discrepancies within versions of events.

*The school will never use force as a punishment – it is always unlawful to use force **as a punishment**.*

Supporting Individual Pupils with Behavioural Difficulties

Certain children in school with existing identified SEND needs are usually working their own behavioural programme with individual targets. Other pupils who find it difficult to manage their own behaviour in school will be monitored by the SENDCO in order to ensure that they receive appropriate help and support.

Searching, Screening and Confiscation

Where necessary, searching, screening and confiscation will be used to safeguard a child/children at Broad Heath Primary School. Broad Heath Primary School adheres to 'Searching, Screening and Confiscation: Advice for Schools (May 2018).

Exclusion

This is a sanction that will only be used if there is:

- A serious breach of the school's Behaviour Policy.
- The pupil continually behaves badly and fails to respect the school rules.
- If allowing the pupil to remain in school would seriously inhibit the education of other children.

Head Teacher's role in exclusion

The Head Teacher will:

- Act as lead officer and carry out an investigation.
- Allow the pupil to give their version of events.
- Consider all the facts presented.

Length of Exclusions

The Head Teacher has the right to exclude pupils for a period from 1 to 5 school days BUT each case will be assessed and treated individually e.g. Physical attack or violence – 3 Days, Intimidation or threatening behaviour – 3 Days.

Permanent Exclusion

This decision is a serious one. It will be the final step, the last resort in a process of support for dealing with disciplinary problems. It will also be a decision that will be made by the Governing Body and not just the Head Teacher.

There may however, be an occasion where the Head Teacher could decide to permanently exclude a pupil for the first breach of rules. This may include:

- Serious actual, or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Drug offences
- Carrying an offensive weapon

Notifying Relevant Parties of an Exclusion

On excluding a pupil, the Head Teacher must immediately notify parents of the exclusion and the reason for it. They must also inform parents of their rights to make representations to the Governing Body. The Governing Body must also be notified of certain exclusions.

The Governing Bodies Responsibilities in relation to Exclusion

For fixed-period exclusions of more than five days the governing body must arrange suitable alternative full-time education, which must begin no later than the sixth day of the exclusion. For permanent exclusions, the pupil's 'home' local authority must provide alternative education.

Governing bodies are legally required to consider parents' representations about an exclusion, and in some cases must also consider whether an excluded pupil should be reinstated. If parents disagree with the decision not to reinstate their child, they can request that it be considered by an independent review panel.

COVID 19 Addendum:

Expectations for pupils at home

Remote learning/working from home rules:

If pupils are not in school, we expect them to follow all of the rules set out below:

Parents should read the rules and ensure their children follow them. Parents should contact school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or learning support assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages etc
- Follow all of the BH rules whilst online
- Ensure everyone is staying safe online as per school's policy

Please see the school's Remote Learning, Video Conferencing Policy, GDPR and Online Safety Policy for more detail on how to use video conferencing and the internet safely and effectively.

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will get in touch with the child and family to address and support to ensure ALL children are benefitting from home learning should a lockdown occur.