



Behaviour Policy for

Broad Oak Community Primary School

The Policy was presented to the full governing body for ratification and adoption on Monday 2nd October 2023.



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1. Our Behavioural and Wellbeing Philosophy

At Broad Oak Community Primary School, we firmly believe in promoting the positive behaviour and wellbeing of our children by adopting a caring, friendly and nurturing approach which is underpinned through research. All members of staff are trained to develop positive relationships with our children which form the basis of our work to instil a calm and productive environment. As well as this, we are thorough and rigorous when supporting children with additional behavioural and social needs and believe in a personalised approach to ensure every child can thrive and succeed. This policy should be read in conjunction with the Relationships Policy, Positive Handling Policy and Exclusion Policy.

1. Aims of the policy and procedures

To promote an ethos where:

1. Agreed expectations are established and acted upon fairly and consistently.
2. Good behaviour, manners and effort are encouraged, rewarded and used as a model for others to follow.
3. Property is respected and pride in the school and each other is nurtured.
4. Positive relationships promote mutual respect and support and the behaviour of all is positive.
5. Families are involved in the process of promoting high standards of behaviour.
6. Children and staff are kept safe in an environment which minimises risk through behavioural improvement.

Guidelines

1. All adults are responsible for the behaviour of **all** children and not only those that they have been assigned to. Adults should act as good role models and this includes **the style and tone of language used to children and one another**.
2. School and classroom rules in line with the PATHS programme need to be shared and displayed as constant reinforcement of good behaviour.
3. Children need to be encouraged to become self-disciplined, to be responsible for their own actions, in order to develop their confidence and independence.
4. Children need to know the consequences of negative behaviour. They also need to understand that they can improve their behaviour and make a new start and be supported to do so.
5. Parents need to be informed of school expectations and should be informed at an early stage when problems occur.
6. Work within classrooms must take account of individual needs.
7. Negative behaviour that requires further intervention needs to be monitored with notes and dates recorded on CPOMS tagged using the 'Behaviour' tag on CPOMS. Staff should be mindful to record any events that occurred before the behaviour and look for patterns.

2. Rewards and Sanctions

We have high expectations of behaviour for all our pupils and aim to promote positive behaviour in school by giving children who behave well a high profile. High quality behaviour and effort are encouraged and rewarded, publicised and then used as a model for others to follow. Examples of good behaviour will be consistently highlighted and acknowledged by a system of rewards. Rewards help to identify positive aspects of each

child's behaviour and making them aware of their abilities and qualities and so building self-esteem.

Rewards include

- Praise – when children reach or surpass the adults' expectations.
- Telling parents: phone call home or letter/good news postcard home
- Written comments on work.
- Recognition in front of the group or class.
- Recognition across school
- Certificates to reward work or behaviour
- Whole class awards
- Extra privileges e.g. 5 minutes extra break
- Sharing the good event by being sent to the Headteacher for praise
- Responsible jobs in class
- Achievement awards
- Star of the week award
- Postcard home (at least 2 x half term)

Each class may have its own system to reward good behaviour and work. If rewards are offered, these should be either from the school resources provided (stickers etc) or of non monetary value e.g. extra playtime or privileges such as playing a game with a friend. Lunchtime Supervisors play an important role in maintaining good discipline at dinnertime. They should also inform the class teacher of incidents of children showing good behaviour.

Sanctions

Before investigating an incident it is important to give all involved time to calm down and it is important not to react too quickly to decide upon the sanction. It is important that all positive encouragement strategies are used to attempt to get the child to avoid the need for sanctions. Children will be encouraged to think about the consequences of their actions and think about how to mend any harm done.

- Ensure incidents are explored fully.
- Listen carefully to both parties.
- Offer both parties strategies for the future using restorative methods.
- Check that all parties believe that the handling of the situation is being handled fairly.

Available Sanctions

N.B. Always explain the behaviour that you **do** want.

Key behaviour techniques and whole school systems include:

- Use the therapeutic approach of name, feeling, behaviour, encourage, boundary, teach. If possible, try to ensure that this isn't done in front of other children
- Focus on positive behaviour.
- Warn children that their behaviour is unacceptable and **the boundary**

- 'Time Out' can be issued – child must have a conversation with a member of staff and explain why the behaviour was present. This can be done at break time or another appropriate time.
- Letter of apology or writing what happened during an incident.
- Parents should be spoken to at the end of the day if possible or a phone call home outlining a serious incident-this communication is very important.
- In the case of severe or extreme incidents (outlined below) the situation should immediately be brought to the attention of the Headteacher or Senior Staff.
- Alternative Internal Provision (length to be determined by the Headteacher)
- Suspension and Exclusion – A pupil may be excluded permanently in response to a serious breach or persistent breaches of the school's behaviour policy. Permanent Exclusion could take place if it is decided that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

The following behaviours should be referred to the appropriate member of SLT and will be recorded and may be classed as a serious breach of the school's behaviour policy.

- Bullying – after a number of incidents have been logged, a bullying log implemented and parents informed
- Racist/homophobic name calling
- Repeated violence -any violent incident should be recorded on CPOMS
- Children exploring themselves or being involved in inappropriate play of a sexual nature.
- Fighting resulting in another child being marked or an adult has to separate the children
- Serious damage to property
- Repeated stealing
- Threatening behaviour to an adult
- Blatant refusal to follow instructions / work
- Injury to another person including staff

Graduated Approach to Behaviour

Incidents of poor behaviour choices should be addressed by adults most familiar with children unless the incidents appear in the list above. The therapeutic approach should be used in the first instance. If staff require support the following procedures should be followed:

- Seek support from a year group colleague for a change of face e.g. by sending the child to a parallel class for a short period of time
- If this doesn't result in regulation, support should be sought from the deputy phase leader
- The deputy phase leader will decide if SLT support and intervention is required.

Addressing patterns of behaviour

Interventions may be required if a patterns of behaviour become apparent. These may include:

Individualised reward charts, formal emotional regulation/wellbeing programmes, Wellbeing Plan (IBP), PHP or BIT referral.

3. Team-Teach

Staff are trained across school in the Team-Teach approach to reduce risk, restraint and restriction and should be used as an **absolute last resort** once all other positive behaviour approaches have been utilised. Team-Teach is designed to reduce reliance on restraint and restriction by expanding the toolbox of positive behavioural supports however when other alternatives have been exhausted or are believed to be unsuitable for the situation reasonable force will be used to ensure the safety of the pupils involved, all other pupils and staff.

Training in physical intervention given to staff includes sections on the current legal framework, background, theory and rationale behind the TEAM TEACH approach as well as an understanding of personal space, body language and a personal safety curriculum before any physical techniques are taught.

Team-Teach techniques seek to avoid injury to the pupils, but it is possible that bruising or scratching may occur accidentally, and these are not seen necessarily as a failure of professional technique, but as a regrettable and infrequent side effect of ensuring that the pupil remains safe.

4. Anti-Bullying Policy

Broad Oak has a zero tolerance approach to bullying. Everyone has the right to be treated with respect. All children have access to a phase leader, senior staff or the pastoral team and can report bullying incidents to them. Daily check ins are in place for each class for concerns to be addressed. This may include a restorative justice approach. Sanctions for bullying are in line with the general sanctions previously included in this policy.

5. Alternative Internal Provision

Some behaviour or repeated behaviour will result in an alternative internal provision within school; this will be for a fixed period determined by the Headteacher. This will take place within school but away from their current class.

Discussions about behaviours and feelings will form part of the alternative provision looking at ways to control these behaviours and feelings.

Alternative provisions are a supportive way to help children understand their behaviours and look at ways to avoid a repeat of these behaviours in the future, thus avoiding formal suspensions.

6. External Suspensions

The St Helens policy is followed. Information is available from the Headteacher. Chair of Governors to be informed.

A pupil may be excluded permanently in response to a serious breach or persistent breaches of the school's behaviour policy. Permanent Exclusion or suspension may also

take place if it is decided that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

7. Behaviour and SEND

When a pattern of poor behaviour, disruption, anti-social behaviour within school or in the playground is identified, this may indicate an SEMH need for that pupil. The following approach should be taken:

1. Intervention Strategy

- Identify any pastoral issues with the pastoral team
- SENCO made aware.
- Parents made aware that there is concern about behaviour
- Senior Leadership/Pastoral Team awareness for monitoring purposes
- Implement formal emotional regulation programmes as appropriate
- Circle of friends/circle time use to create a supportive environment and increase of self esteem
- All incidents to be logged on CPOMS

If the above does not significantly improve behaviour over a brief monitored time period (e.g. 4 weeks) then,

2. Initial SEND Cause for Concern Form completed Parents informed of action

Continue with strategies that are working and additionally Wellbeing Plan I.B.P. drawn up and communicated to parents. Reviewed at least half termly.

3 If problem still persists:

Class Teacher to work with SENCO to seek support from external agencies,

- Educational psychologist
- Behaviour Support Service Team
- Child & Family Service
- CAMHS
- School Nurse
- Any other appropriate agency e.g. counselling service, family social workers.

4 PSP (Pastoral Support Plan)

A 16 week plan agreed with child, parents, school and other professionals focused on small targets and reviewed regularly. If, at the conclusion of 16 weeks, behaviour has not been modified an agreed action will be taken. This could include: a place at the Pupil Referral Unit (PACE), a managed transfer to another school, permanent exclusion.