



Behaviour Policy for

Broad Oak Community Primary School

The Policy was presented to the full governing body for ratification and adoption on Monday 18th October 2021.

The Behaviour Policy will be reviewed every three years (October 2021).



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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.

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**.
2. School and classroom rules and rewards 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 using the **CPOMS Behaviour Guide** (See *Appendix 2*) and tagged using the 'Behaviour' tag on CPOMS. All 'Behaviour' CPOMS should use the guide template to enable SLT to build a picture of behaviours.

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/facebook page update
- Written comments on work.
- Green cards awarded
- 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

Each class may have its own system to reward good behaviour and work but this will work in tandem and contribute to the "Good to be Green" and the "Cloud" schemes. Lunchtime Supervisors play an important role in maintaining good discipline at dinnertime. They may also inform the class teacher to alert 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:

- Always begin by focusing on positive behaviour.
- Register disapproval and explain why.
- Have a small conversation with the child about their behaviour. If possible, try to ensure that this isn't done in front of other children unless they were involved.

- Warn children that their behaviour is unacceptable and **what will happen next**.
- '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)
- Exclusion – A pupil may be excluded permanently in response to a serious breach or persistent breaches of the school's behaviour policy. 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

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. A box is available for children to post notes or concerns if they would prefer not to report the incident face to face. Children who report instances of bullying are offered support from class teachers, support staff and the pastoral team. This may include a restorative justice approach. Sanctions for bullying are in line with the general sanctions previously included in this policy. The school implements the guidelines, including monitoring and reporting systems, for dealing with bullying, harassment and hate crime in schools produced by the local authority. These guidelines can be found at http://www.sthelens.gov.uk/media/276909/2011_anti_bullying_and_harassment_policy.pdf

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 for part of the alternative provision looking at ways to control these behaviours and feelings.

Both 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 exclusions.

6. External Exclusions

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

A pupil may be excluded permanently in response to a serious breach or persistent breaches of the school's behaviour policy. Exclusion 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 occurs involving a pupil with a SEN for behaviour the following stages need to be followed;

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

- Behaviour modification used including 'intensive care'
- Circle of friends/circle time use to create a supportive environment and increase of self esteem
- Individual behaviour book kept which records positive behaviour as well as problems. This will be monitored weekly by class teacher.

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

2. **SEND Register**
Parents informed of action

Continue with strategies that are working and additionally I.B.P. drawn up and communicated to parents.

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.

Appendices

Appendix 1 - Managing behaviour during the Coronavirus (COVID-19) pandemic

Statement of intent

Broad Oak aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

1. Enforcing new rules

- 1.1. The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2. Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3. The school informs parents of any changes to provision outlined in this policy.
- 1.4. The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- 1.5. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.
- 1.6. Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.

- 1.7. The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.
- 1.8. The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

2. Attendance (in conjunction with current Attendance Policy)

- 2.1. Attendance is mandatory for all pupils from September 2020.
- 2.2. The attendance register is taken as usual, in line with the Attendance Policy
- 2.3. Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.
- 2.4. If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis by the SLT.
- 2.5. If a pupil cannot attend school for any reason, their parent must get in touch with the school office via text or telephone. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.
- 2.6. Non-attendance is managed in line with the Attendance Policy.
- 2.7. Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.
- 2.8. The school will endeavour to support any parental concerns about children returning to school during the pandemic through positive communication, however, the non-attendance interventions outlined in the Attendance Policy still apply.

3. Arrival and departure

- 3.1. The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time. 'Soft opening and closing' windows have been implemented for parents to make use of to ensure safe arrival and departure.
- 3.2. Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 3.3. The school expects pupils to move immediately to their learning area after washing their hands upon arrival.
- 3.4. Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

4. Hygiene and infection control

- 4.1. The school's Coronavirus (COVID-19): Risk Assessment for Full Opening in September is conducted prior to full opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.
- 4.2. The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.
- 4.3. Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.

4.4. Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:

- Upon arrival at school.
- Before and after consuming food.
- After using the toilet.
- After coughing or sneezing.
- When they return from breaks.
- When they change rooms.

4.5. Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.

4.6. Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.

4.7. Pupils are expected to dispose of tissues using the litter bins provided.

4.8. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.

4.9. Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.

4.10. The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner. SLT will treat any incidents of this nature with a serious regard. It is likely in these instances that parents will be contacted and exclusion could be used.

4.11. The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.

4.12. Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.

4.13. Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

4.14. Pupils are not expected to wear face coverings on the premises.

5. Social distancing

General

5.1. Pupils will be encouraged to form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.

5.2. Pupils are expected to:

- Refrain from close contact with people who display symptoms of coronavirus.
- Remain at least two metres apart from other people, where practicable.
- Remain within their assigned bubbles.

- 5.3. Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- 5.4. Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.
- 5.5. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 5.6. Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 5.7. Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

During sports and exercise activities

- 5.8. The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- 5.9. Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.
- 5.10. The school does not permit close-contact sports, play or activities at this time.
- 5.11. Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

6. Moving around the school

- 6.1. The school expects all pupils to move around the school following the school's arrangements, e.g. using the one-way systems in place.
- 6.2. The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- 6.3. Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen.
- 6.4. Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.
- 6.5. Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

7. Ill health and infection

- 7.1. The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 7.2. Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.

7.3. The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

7.4. Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

8. The school premises

8.1. Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

9. Breaktime and lunchtime arrangements

9.1. The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.

9.2. Pupils will take their lunch and breaktimes at phased times set out by the SLT. Lunches will be eaten in classrooms to avoid large numbers gathering in the canteen and bubbles will be kept together in a designated area of the playground during breaktimes.

10. School uniform

10.1. The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy unless otherwise communicated.

10.2. Parents do not need to clean their child's uniform any more often than usual.

10.3. Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.

11. Managing the behaviour of remote learners

11.1. While all pupils will return to school in September, there may still be times when pupils need to learn remotely, e.g. due to a local lockdown or when the pupil is following health advice to stay at home.

11.2. The school expects pupils who are learning remotely to uphold good behaviour at all times and to:

- Complete the work that has been set to the best of their ability.
- Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
- Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.

12. Support for pupils

12.1. The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.

12.2. Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

- 12.3. The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.
- 12.4. Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.
- 12.5. The Phase SENCO works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.
- 12.6. The parents of pupils who require support to reengage with school are contacted before the beginning of the academic year to set expectations, discuss concerns and build confidence in their child returning to school.
- 12.7. Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.
- 12.8. EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.
- 12.9. Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

13. Rewards and discipline

- 13.1. Rewards and discipline are given in line with this policy, where practicable.
- 13.2. Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 13.3. The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 13.4. Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

14. Exclusions

- 14.1. All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 14.2. Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- 14.3. The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the LA Exclusions Policy, where practicable.
- 14.4. Permanent exclusion is only be used as a last resort.
- 14.5. Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.
- 14.6. The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- 14.7. The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.

14.8. Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing body decides whether any meetings should be delayed.

14.9. The governing body takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

15. Close contact behavioural management

15.1. Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Team Teach section of this behaviour policy.

15.2. The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.

15.3. Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.

15.4. If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

16. Monitoring and review

16.1. Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.

16.2. Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.

16.3. This appendix is reviewed in reaction to any new government advice by the SLT.

16.4. The date of the next review is January 4th 2020

16.5. Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.

Appendix 2 – CPOMS Behaviour Guide

Did this incident happen during structured or unstructured time? Which lesson/break?

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Prior to this incident, has the child been spoken to or shown any signs of unsettled behaviour?

What happened? Include lead up to the incident, behaviour management strategies used and specific behaviours observed. Was anybody else involved?
What happened after the incident? What actions did you take?
Have parents/carers been informed? Will parents/carers be informed?