

**Broad Oak Community Primary School**

Behaviour Policy

The Policy was presented to the full governing body for ratification and adoption on Monday 23rd September 2024.

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**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, Anti-Bullying Policy, Physical Intervention Policy and Suspension and Exclusion Policy.

**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.

**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 (Boundaries)

The school uses a a trauma informed approach which aims to positively teach desired behaviours. Sanctions are known as boundaries and should be appropriate, proportionate and linked to the redressing the negative behaviours a child has displayed.

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 boundary. 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 (Boundaries)

N.B. Always explain the positive behaviour that you **do** want and link the boundary to redressing the negative behaviour

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.

Examples of boundaries could include:

* Tidying or repairing damaged resources at break/lunchtime
* Writing a letter of apology
* Catching up on work missed during break/lunch
* Taking part in a restorative conversation

**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 / complete tasks
* Injury to another person including staff
* Offensive language targeted towards others

**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.

# Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

* Start the year with clear sets of rules and routines that are understood by all pupils.
* Establish agreed rewards and positive reinforcements.
* Establish sanctions for misbehaviour.
* Establish clear responses for handling behavioural problems.
* Encourage respect and development of positive relationships.
* Make effective use of the physical space available.
* Have well-planned lessons with a range of activities to keep pupils stimulated.

**The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

* Seating those who frequently model poor behaviour closest to, and facing, the teacher.
* Seating those who frequently model poor behaviour away from each other.
* Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
* Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

**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 resilience 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. All incidents that require positive handling are recorded in a bound and numbered book.

**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.

**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. It may need to be supported by staff from the child’s year group.

Discussions about behaviours and feelings will for 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.**

**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.

**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,

1. **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.

# Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

* Wearing school uniform.
* Travelling to or from school.
* Taking part in any school-related activity.
* In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

* Could negatively affect the reputation of the school.
* Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
* Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

# Data collection and behaviour evaluation

The school may collect data from the following sources:

* Behaviour incident data, including on removal from the classroom
* Attendance, permanent exclusion and suspension data
* Use of pupil support units, off-site directions and managed moves
* Incidents of searching, screening and confiscation
* Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school’s behaviour systems and processes.

# Monitoring and review

This policy will be reviewed by the headteacher and SLT on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.