



Broadway Infant School Behaviour Policy

Signed (chair of governors)	Name: Max Reed	Date: 27 th January 2020
Signed (Head):	Name: Jodie Tumelty	Date: 27 th January 2020
Date of review January 2021	Reviewed by: FGB	Next Review: Jan 2022
Date of review	Reviewed by:	Next Review:
Date of review	Reviewed by:	Next Review:
Date of review	Reviewed by:	Next Review:
Date of review	Reviewed by:	Next Review:

Senior staff and governors will always check for any changes in legislation or local requirements before applying this policy.



Senior staff and governors will always check for any changes in legislation or local requirements before applying this policy.



2020-2021

Behaviour Policy

To be read in conjunction with all other policies plus:-
Accessibility Plan

The Purpose of the Policy

- ◆ To establish a framework for achieving positive behaviour
- ◆ To outline the standards of behaviour expected of pupils
- ◆ To explain how these are to be promoted
- ◆ To explain how unacceptable behaviour is to be discouraged and managed

School Aims and Ethos

The aim of the school is to promote the development of individual skills and talents so that every child may achieve his or her potential, within an ethos of mutual respect and equal of opportunity.

This is achieved through the provision of a broad, balanced, relevant and differentiated curriculum, promoting the desire to learn through a stimulating, accepting and supportive school environment and building on the partnership between child, parent, teacher and community. The development of pupil autonomy, self-discipline and self-esteem is fundamental to the process of learning.

Everyone in the school community is trusted to treat each other and the school environment with **respect, kindness and care** so we can all **be ready to learn, feel safe and feel respected**.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DFE 'Behaviour and discipline in schools' 2016
- DFE 'Sexual violence and sexual harassment between children in schools and colleges' 2018

Guidelines

We expect every member of our school community to display excellent behaviour both in and out of school.

Any complaints from members of the public about behaviour of our pupils in the community are taken seriously and will be dealt with in accordance with the Complaints Procedure. Senior staff and governors will always check for any changes in legislation or local requirements before applying this policy.



School rules:

- Be ready
- Be safe
- Be respectful

Three key behaviours for adults when supporting children with behaviour:

- Attend to the positive – notice the positive behaviours around the child first
- Separate the behaviour from the child – adult talk to children about their behaviour “Your behaviour is...” rather than “You are...”
- Stay calm – adults set the tone. Behaviour cannot be managed effectively if their emotions are heightened

Emphasis on rewards and praise

There is an emphasis on the reward of both academic achievement and positive behaviour rewarded by all members of staff.

Rewards and praise linked to behaviour:

- Approving looks, smiles, verbal praise and positive acknowledgement – linked to the rules.
- Recognition - Names written on the whiteboard in the moment to show children who are following the rules within a session. These names are refreshed regularly throughout the day.
- Headteacher award certificates which are posted home – for children who have gone over and above the expectation
- Star Award – one child each week per class – linked to the school’s core values of honesty, responsibility, resilience, friendship, respect, kindness (not all children will necessarily gain the star award – children will need to deserve to have their behaviour rewarded throughout the whole week).
- Contact with parents

Rewards and praise that are curriculum linked:

- Learning character stickers are awarded for those who are showing characteristics of effective learning.
- Champion reader stamp in reading record if children have read 5 times or more.
- Good work awards – given out in assembly each week. Children will receive a certificate and a sticker.
- House point tokens for contributions in PE and after school sports clubs.
- Maths certificates for targets achieved.
- The display of children’s work
- Contact with parents

Structured system of sanctions

Children are encouraged and praised for following the school rules. Children who break school rules are always given the opportunity to make amends, to discuss and understand

Senior staff and governors will always check for any changes in legislation or local requirements before applying this policy.



what was wrong and to feel sorry. Children need the opportunity to talk through incidents in order to plan how they would act differently and thus learn for the future. It is essential that children understand what is unacceptable in their behaviour, see the effect it has on others and know how to avoid the same situation in the future.

If negative behaviour does occur, the following consequences will occur:

Consequences

When poor behaviour choices are made, adults use the following steps to aid children in learning about appropriate behaviour whilst preserving the learning of others.

1. **Notice the positive** around the child, using strategies to reinforce – verbal praise referencing the rules, names on the board, recognition.
2. **Remind / resettle** – “1- NAME I can see... / I’ve noticed that... 2 -I need you to... because, 3- remind of the positive e.g. remember you did that excellent writing yesterday? Let’s see that again today.”
3. **Time out in class / playground**
4. **Time out in another class / inside (if at playtime or lunchtime) for 10 minutes** – this is recorded on behaviour tracking sheet
5. **Refer to Headteacher / Deputy Head if behaviour continues** – recorded on behaviour tracking sheet – the behaviour and impact is discussed along with the rules of the school and the child is returned to the classroom / playground ready to continue working / playing and apologise as appropriate.
6. At the end of the week the behaviour incidents on the tracking will be recorded centrally on CPOMS.

A more severe offence will be dealt with by:

1. Immediate involvement of Headteacher / Deputy Head and logging of incident (normally in CPOMS)
2. Informing and involving parents
3. Consideration of the SEN Code of Practice (if appropriate)
4. Use of formal exclusion procedures - as a last resort. In such cases, the school will follow the South Gloucestershire Children and Young People’s guidance on exclusions. (Appendix 4).

If necessary we may request support with extreme and repeated incidents of negative behaviour from external agencies such as:

The Educational Psychology Service
The LEA Behaviour Support Team
The Inclusion support team
The Education Welfare Service
LEA - advisers & officers

Special Educational Needs

Clear links between the Behaviour policy and SEN policy to ensure that children with emotional and behavioural difficulties are on the special needs register and have pupil passports in place that highlight their specific needs and how it is best to manage their Senior staff and governors will always check for any changes in legislation or local requirements before applying this policy.



behaviour. Disabled children are legally entitled to expect reasonable adjustments to be made to facilitate their participation in all aspects of school life and we are committed to achieving this whenever practicable.

The use of reasonable force

To prevent children from harming themselves, others, or damaging property, staff may use reasonable force. For example a member of staff will physically separate pupils who are fighting, or intervene if a pupil spontaneously attacks another child. Force may also be used if a pupil refuses to obey an instruction to leave a room or situation when a confrontation is occurring or when a pupil defiantly refuses an instruction to do so by a member of staff. Force is never used as a punishment at Broadway Infant School and all staff know that it is against the law to do so.

When considering the use of reasonable force, staff will take into account their legal duty to make reasonable adjustments for disabled children and children with SEN but the safety of all children will remain the prime concern. For further guidance staff will refer to the separate Broadway Infant School Procedures - 'Use of Reasonable Force'.

All significant incidents where physical restraint/force has been used are recorded in the bound and numbered record book kept in the school office and the Head Teacher informed.

Partnership with Parents

A positive and co-operative relationship is necessary between home and school in order to maintain the standards set out in this policy. We ask that parents work in partnership with the school by:

1. Supporting the school in this and other school policies
2. Ensuring their child attends school regularly and punctually
3. Insisting on high standards of behaviour, care and courtesy towards others as set out in this policy
4. Taking an active interest in their children's achievement and progress

Equality of opportunity

Equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It applies to all members of the school community: pupils, staff, governors, parents/carers and community members, and to all aspects of school life, including admissions. Disabled members of the school community are also legally entitled to expect reasonable adjustments to be made to help facilitate their participation.

Bullying and Allegations against staff

All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.

Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations of Abuse Against Staff Policy.

Senior staff and governors will always check for any changes in legislation or local requirements before applying this policy.



Review and Evaluation

The policy will be regularly discussed with parents, governors and staff of the school, Children will be involved in the discussion of school rules, rewards and sanctions. Training will be available as appropriate, ensuring that all staff are updated regularly on the most appropriate ways of encouraging positive behaviour consistently.

We aim to achieve the following success criteria:

1. All members of the school community behave excellently
2. Policy is understood by parents, children and staff
3. All staff implement the policy consistently

This policy will be formally reviewed annually.

Senior staff and governors will always check for any changes in legislation or local requirements before applying this policy.



Appendix 1

Behaviour Tracking – Classroom

Three key behaviours for children:

- Be ready
- Be safe
- Be respectful

Child	Time out in another class- date and rule referenced	Time out with the HT / DHT- date and rule referenced

Senior staff and governors will always check for any changes in legislation or local requirements before applying this policy.



Appendix 2

Behaviour Tracking – Lunchtime

Three key behaviours for children:

- Be ready
- Be safe
- Be respectful

Child	Time out in the library - date and rule referenced	Time out with the HT / DHT- date and rule referenced

Senior staff and governors will always check for any changes in legislation or local requirements before applying this policy.



Appendix 3

Behaviour Tracking – Playtime

Three key behaviours for children:

- Be ready
- Be safe
- Be respectful

Child	Time out in the staff room- date and rule referenced	Time out with the HT / DHT- date and rule referenced

Senior staff and governors will always check for any changes in legislation or local requirements before applying this policy.



Appendix 4

Exclusions

Guidance explaining School discipline and exclusions can be found at:

<https://www.gov.uk/school-discipline-exclusions/exclusions>

Senior staff and governors will always check for any changes in legislation or local requirements before applying this policy.