



# Broom Barns Primary School

## Behaviour Policy

September 2020

At Broom Barns great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. Positive and constructive comments are written at the end of children's learning to recognise effort, improvement and achievement of targets set. Stickers, stamps and certificates are awarded as rewards for helpfulness, kindness to others, positive attitude, politeness and effort in achievement and learning.

### Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective learning.

### Objectives

For children to show:

- Self confidence
- Self control
- Respect and tolerance for others
- Empathy of others' feelings
- Pride in their achievements
- An enjoyment for learning

For children to develop:

- Responsibility for their learning and their environment
- An independence of mind and self esteem
- A sense of fairness
- An understanding of the need for rules
- A respect and tolerance for others' ways of life and different opinions
- The ability to accept fair criticism
- A non-discriminatory attitude towards race, gender, religion and ability
- A persistent approach to tasks

### Outcomes

ECM: To be safe, to enjoy and achieve

## Rights and responsibilities

We believe that all children, staff and parents must work together to achieve the objectives of this policy.

### Children will

- Children will accept responsibility for their own choices and actions;

Children's rights	Children's responsibilities
I have the right to feel safe in and around the school.	We have the responsibility to ensure the safety of children and adults by behaving in an appropriate way in and around the school.
We have the right to learn according to our ability.	We do not disturb the learning of others.
We have the right to be treated with respect by all people irrespective of their age, gender, ethnicity, ability or religion.	We have the responsibility to respect all others within our community.
We have the right to expect that our belongings will be safe in school.	We have the responsibility to look after our own and others' belongings.
We have the right to express our own opinions and to be heard.	We have the responsibility to allow others to express their opinions and be heard
We have the right to choose our friends.	We have the responsibility to allow others free choice.
We have the right to play in safety.	We have the responsibility not to disrupt or endanger the play of others.

### Staff will:

- treat all children equally, irrespective of gender, race, religion, ethnicity, age or ability
- play an active part in building up a sense of community and apply the agreed standards of behaviour consistently
- be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies, including recording incidents and informing the Headteacher
- Listen and show empathy and understanding of children
- Showing respect and understanding to everyone in the school community
- Provide feedback in an informative, sensitive way to children
- Enable children to achieve the objectives through assemblies and PSHCE/circle time and modelling the type of behaviour that is expected

**Parents will:**

- Ensure children are aware of appropriate behaviour
- Encourage independence and self discipline
- Show an interest in all aspects of their child's school life
- Support the school in implementing this policy
- Be aware of the school rules, rewards and consequences.

**School Rules**

The school rules support children's Rights and Responsibilities

The 6 rules are:

1. Show respect
2. Do your best and be an active learner
3. Listen carefully
4. Show consideration for others
5. Look after the school inside and outside
6. Be safe and sensible

**Playtime Rules and Lunchtime Rules**

Midday supervisory staff must follow the same procedures and policy. Staff to carry behaviour cards to record incidents of inappropriate behaviour and give to the appropriate class teacher, to be recorded in CPOMs. All incidents to be investigated fully. Use the ABC system of investigating and recording incidents for more serious or persistent behaviours.

**Class Rules**

Each class will discuss and establish their own class rules based on rights and responsibilities as set out in the charter. Each class teacher will use their own system to record positive behaviour, i.e. marble jar.

**Promoting Good Behaviour**

Our emphasis should constantly be on praise. It is important to show appreciation of the children who conform to the expected behaviour. The whole school community must consistently promote incentives and rewards. This is to be recorded in CPOMs.

*Recognition of Positive Behaviour - rewards*

We recognise and celebrate positive behaviour by:

- Verbal praise which is specifically linked to what has been done well
- Stickers
- Celebration and Monday assembly, hall display and newsletter. Nursery children will have a 'RICH Award' in class.

- Broom Barns award certificates for learning or behaviour (2 per class) to be handed out in celebration assembly. Other children may also be acknowledged individually or as a group. This is to be recorded in CPOMs.
- Sending to partner class/ senior member of staff for commendation
- Happy letter home to parents - this is to be recorded in CPOMs.
- The Headteacher will monitor the behaviour termly and children with good and outstanding behaviour (or at the discretion of the Headteacher) will be rewarded with termly whole school 'GREEN' time. This reward will be decided by staff and pupils each term.
- Children who have had 3 or more reds or equivalent to 3 or more reds (or at the discretion of the Headteacher) will not attend GREEN time but will continue with their learning during this time.
- Year 6 pupil's prefect status.

### Consequences for inappropriate Behaviour

At Broom Barns, we teach positive behaviour via a system of logical sanctions designed to teach children that there is a consequence to inappropriate behaviour.

There are three levels of inappropriate behaviour:

Warning/Amber	Red	Referral
Telling tales	Disobedience to a reasonable instruction	Fighting/biting/kicking/hitting
Noisy eg talking/shouting	/disregarding staff	Stealing
Failing to keep on task	Consistently shouting/calling out	Physical/verbal outbursts
Unkind remarks	Answering back/rudeness to staff	Vandalism eg extreme damage to school property
Bad language (one off)	Distracting others from learning	Leaving school without permission
Time wasting	Deliberately damaging resources/spoiling others' work	Threatening / aggressive behaviour
Telling lies	Spitting	Racist/sexist comments
Pushing in line	Bad language	Forming gangs/bullying
Non uniform/jewellery		

If a child displays behaviour listed in the red stage of the table above they move immediately to red regardless of what step they are on. This is to be recorded in CPOMs.

## Procedure to follow if rules are broken

### 'Children have the right to learn and teachers have the right to teach'

Children who break the rules stop teachers from teaching and stop themselves and others from learning. There are times in every classroom when children disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has chosen not to do so.

A visual traffic light system and a record for each child is kept by the class teacher in the Class Behaviour File. At the **end of each day** the most serious colour step each child reached is recorded on CPOMs. This will be maintained on a daily basis throughout the year and accessible to SLT.

#### Step 1 Warning

- As soon as the child stops the teacher from teaching and other children from learning they are given a warning to correct their behaviour.
- State what the child is doing e.g. "Lee, you're talking"
- Remind the child of the School's rule in question "We have a rule about working hard. I'd like you to keep it. Thank you."
- Emphasise that the child needs to make the right 'choice'.
- Redirect the child to their learning.

NEVER give blanket whole class reprimands. '**public praise and private criticism**'.

#### Step 2 Amber

- Tell the child what they had their warning for.
- State what the child is now doing.
- Remind them of the school/class rule and ask them to move their name to amber.
- State clearly what you expect the child to be doing. Move child away from others, if necessary, to continue learning. Child to remain in class and complete learning.
- Record Amber and reason in CPOMs.
- Teacher and child to meet at a convenient time but no later than the end of the session to discuss and give them an opportunity to reflect on their behaviour and offer guidance. KS1 staff may want to discuss more immediately.
- **When child corrects behaviour their name is moved back to green.**

**Step 1 and Step 2 must not impede learning of others nor impact on delivery of lesson. The teaching should continue as normal.**

### Step 3 Red

- If inappropriate behaviour continues or falls within the red category, the child moves to red.
- Tell the child that they did not correct their behaviour when on amber and so will have to move their name to red and leave the class so as not to disturb others. It may be appropriate for child to be taken by an adult.
- The child goes to paired class with a red card and completes learning. No attention is to be given by children, class teacher or TA, nor anyone in the paired class. (Y1 & Y4, Y2 & Y6, Y3 & Y5)
- If a child still continues with inappropriate behaviour whilst in the paired class, move to referral stage.
- Same procedure of recording as before.
- At the end of the session, the child is to complete an ABCC with teacher or member of staff taking class.
- At lunch time the child will attend 'time out' then will have lunch, the same day or following if an afternoon incident.
- Teachers will inform parents at the end of the day, in person or by phone. A standardised letter will also be sent. All letters are available from CPOMs.
- ***When child returns to class they can move themselves onto amber and when their behaviour has improved they move to green. (NB: This amber does not need to be recorded on CPOMs).***

### Referral stage.

If a pupil displays behaviours listed in referral stage of the table above, they will move immediately to referral regardless of what step they are on.

- Call for assistance from the HT/DHT or senior teacher in their absence by sending a TA or child with the 'referral card' to the office. The secretary will locate an appropriate member of staff immediately.
- The child will complete an ABCC with SLT.
- A standardised letter will be sent and the parents will be called and asked to attend a meeting.
- The child, teacher and SLT member will have a meeting to discuss ABC and a report card put in place. INCo to be informed.
- Child will have 1-5 time out sessions, dependent on each incident and age.
- Child will not attend off-site visits whilst on this stage, subject to individual review.

**ACUTE OR PERSISTENT INAPPROPRIATE BEHAVIOUR**

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective.

**3 x AMBER in 1 week - red step**

- At lunchtime the child will attend 'time out' then will have lunch, the same day or following if an afternoon incident.
- Teachers will inform parents at the end of the day, in person or by phone. A standardised letter will also be sent.

**2 x RED in 1 week- referral stage**

- A standardised letter will be sent and the parents will be called and asked to attend a meeting.
- The child, teacher and SLT member will have a meeting to discuss ABC and a report card put in place. INCo to be informed.
- Child will have 1-5 time out sessions, dependent on each incident.

*Children who do not respond to the red / referral sanctions and are persistently or regularly on Red will follow the Hertfordshire Steps procedure. The Head teacher, parents, child and appropriate staff will be involved and work together to improve and monitor behaviour. Guidance may be sought from other agencies.*

**1x Referral + another RED**

- Meeting with parent, child, Headteacher, teacher and INCo.
- Behaviour plan will be implemented.
- Additional time out session.
- Child continues learning in class but will sit separately from others for the remainder of that and the following school day.
- All playtimes will then be supervised by an adult during the time out days..

**Exclusion**

When a child has not responded to other behaviour management strategies including Steps, internal exclusion will be used followed by external exclusion. Internal / external exclusion is used as a last resort where behaviour has become so difficult and/or that the health and safety of the child and others in the school is in jeopardy.

## **Restraint**

Please refer to the restrictive physical intervention policy.

"Physical intervention" (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs. There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- For curricular reasons (for example in PE, Drama, etc)
- First aid and medical treatment
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances, when Restrictive Physical Intervention is warranted.

## **Bullying/ Racism/Sexual Harrassment**

Racism and sexual harassment are forms of bullying and must be logged. School incident forms must be completed and handed to the Head Teacher. The Headteacher will investigate and follow the school procedures and policy on bullying and harassment.

## **SEND**

The class teacher must meet with the INCo to devise strategies appropriate to individual needs for all children on the SEND register who display challenging behaviour. All staff to follow the Hertfordshire Steps procedure.

## **Training needs**

All staff will receive internal/external training on behaviour management strategies. Training needs will be identified by SLT and line managers and through the induction process.

## **Behaviour on trips.**

The behaviour management policy will apply to all school trips.

## ***APPENDIX : Useful Strategies***

### **Public praise and private criticism**

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not immediately, later. Avoid telling a child off from across

the classroom. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle. Perhaps allow the child to hear someone else being told how well he or she has done. Praise can also be non-verbal: a smile or a thumbs-up.

### **Three positives before a negative**

Before criticising a child's learning or behaviour, aim to have made three positive contacts with them beforehand. They will then be more receptive to what is said. Within the class, aim to appreciate three children before criticising one. The lesson the children will learn is that they are more likely to get attention when they behave or work well than when they behave badly.

### **Acknowledging feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

### **Give them a choice**

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

### **Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

**Model desired behaviour** It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

**Scan the classroom** Teachers/staff who seem to know what is going on even before it has started and seem to have eyes in the back of their heads impress children. Put yourself in a position where you can see what is going on and scan for children who are off task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

**Listen to children** Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?" Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven underground.

**Maintain frequent contact** Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominantly given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their learning, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

**Pre-empt disruptive behaviour** If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

**Be aware of yourself** When dealing with disruptive incidents, consider the following: your position in the class, your proximity to disruptive children, your facial expression, your tone of voice, your posture, your choice of words, and the use of eye contact. Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

**Catch them being good** This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

**Circle Time** Each class in Fs and KS1 has a Circle Time meeting once a week and KS2 as appropriate. The purpose of these meetings is to make each child feel a more valued and committed member of the class. Through shared discussion and co-operative games and activities, each child has the chance to contribute and should feel listened to.

**Unacceptable behaviour not unacceptable child** It is important to ensure each child knows that it is the behaviour that is unacceptable not the child themselves.