

# **BROOMFIELD SCHOOL**

## **BEHAVIOUR POLICY**

**January 2015**

**We set boundaries which children can understand and we all adhere to the same boundaries. We follow the same reward and sanction strategies and apply them consistently. We use our house system positively and award house points enthusiastically, encouraging children to succeed in every area of their school life.**

### **AIMS OF THE POLICY**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To show politeness and consideration at all times.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

### **Children's responsibilities are:**

- To work to be best of their abilities and allow others to do the same, making it easy for everyone to learn and for the teacher to teach.
- To treat others with respect, trying to understand other people's point of view.
- To follow the instructions of the school teaching and non-teaching staff.
- To move calmly and quietly around the school.
- To be silent when necessary.
- To treat other people's property with respect.
- To take care of the environment in and out of school, keeping the school clean and tidy and developing a pride in it.
- To co-operate with other children and adults.
- To remember that the school's reputation depends on the way we behave both in and out of school.

### **Staff responsibilities are:**

- To be a good role model.
- To promote good relationships at every level.
- To treat all children fairly and with respect.

- To raise children's self esteem and develop their full potential.
- To encourage children to praise each other and look for the best in each others work and behaviour.
- To provide a challenging and interesting and relevant curriculum - well prepared, stimulating and challenging lessons generate good behaviour and respect.
- To create a safe, pleasant, positive and supportive environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To deal with all misbehaviour in a polite, but firm way appropriate to situation/child – PIP and RIP (praise in public, reprimand in private).
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual.
- To be aware of each child's needs, whatever they may be.
- To offer a framework for social education, in PSHE/SEAL.
- To have due regard to safety issues.

### **Parents/carers responsibilities are:**

- To be a good role model.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To work in partnership with the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

### **What we do to encourage good behaviour**

- We acknowledge, recognise and share achievements.
- We award housepoints enthusiastically.
- We make clear our expectations of good behaviour.
- We praise children and give positive comments at every opportunity.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set through example standards of behaviour.
- We praise good behaviour both privately and publicly.
- We give tasks to encourage good behaviour and raise self esteem.

### **Strategies for Positive Encouragement**

- Showing others their good work.
- Celebration assembly.
- Positive feedback to parents (verbal and written).
- House points.
- Stickers.

## **Encouraging Good Behaviour**

Emphasis on encouragement and motivating pupils.

- Positive feedback
- Descriptive praise
- Give attention for success, not failure e.g. "Catch them doing good"
- Award housepoints

Appropriate and meaningful work.

Respect for all individuals

- Including their social and culture and background
- Modelling desired behaviour.
- Listening to children and communicating that you have heard what they have said.

Creating safety - physical/emotional.

- Clear and consistent use of rules and sanctions.

Raise self-esteem

- By communicating a sense of importance.
- Ensuring pupils experience and have a sense of their own success.
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by, for instance, providing choices wherever possible.
- Ensuring that 'feelings' are part of the overt and hidden curriculum.

## **What we do if a child misbehaves**

Adults may ask children, "What should you be doing?", or simply say a child's name to refocus their attention on the task. If a child continues to misbehave a verbal warning will always be given and the child will have the opportunity to stop misbehaving. Each class has their own sanctions for dealing with poor behaviour and these will be used if poor behaviour continues. These may include time out or missing part of a playtime. Behaviour of a more serious nature or persistent 'low level' misbehaviour will be referred to the headteacher or assistant headteacher and parents/carers will be involved

We believe that any sanctions should be corrective, therapeutic measures and should be related directly to the individual child. Punishments should not be directly related to classroom work. 'Blanket' punishments could cause unnecessary resentment in the innocent.