

BROOMFIELD SCHOOL

BEHAVIOUR POLICY

As a Rights Respecting School, we teach all pupils about children's rights and we refer to these rights in our discussions about behaviour. 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 ensure that children understand their rights and the actions they need to take to safeguard these rights for all.
- 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 follow our school rules (appendix 1).
- To work together to write and sign a class charter at the start of every year, based on the Charter of Rights of the Child (CRC)
- To follow our 5Rs to help us to become the best learners we can be. (Resilience, Respectful Relationships, Risk-Taking, Resourceful, Reflective)
- 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 teach all pupils about their rights and to refer to these when discussing behavior and when resolving disputes.

- 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, interesting and relevant curriculum as we believe that 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 the situation/child – PIP and RIP (praise in public, reprimand in private).
- To form a good relationships with parents and carers 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 have due regard to health and 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, celebrate and share achievements.
- We promote and value the rights of every child.
- We teach pupils how their actions can have a positive effect on the rights of others.
- 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 good 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.
- Sharing work in 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

School rules are displayed in every class and referred to regularly to encourage good behaviour. Each class has their own 'Class Charter' based on the Rights Respecting Schools principles and again, this is referred to regularly and used to help children make the right choices.

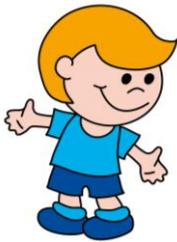
A 'traffic light' system is in place in each classroom and every child starts every day on 'Green'. If a child misbehaves, adults may ask, "What should you be doing?", or simply say a child's name to refocus their attention on the task. If a child continues to misbehave a warning will be given they will move to 'Amber'. The child will have the opportunity to make the right choice and stop misbehaving, and to return to 'Green'. If a child continues to misbehave, this will result in a child moving to 'Red'. Sanctions for children on 'Red' will include missing part or all of a playtime. If a child persistently misbehaves, resulting in a second 'Red' in the same week, this will be referred to the headteacher or deputy headteacher. In addition, parents/carers will be informed via a standard letter home and a text to ensure they are aware it has been sent.

To promote and reward positive behavior, there is also a 'Gold' section of the colour scheme. Pupils will be placed on 'Gold' if their behavior is consistently outstanding and they are acting as positive role models for other children in the class. Pupils who are awarded 'Gold' will receive a certificate to share with their parents/carers. They will also be awarded an extra playtime supervised by the headteacher each Thursday afternoon.

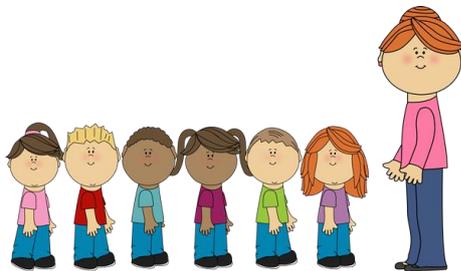
We believe that any sanctions should be corrective, therapeutic measures and should be related directly to the individual child. Punishments should not be directly related to classroom work. 'Blanket' punishments could cause unnecessary resentment in the innocent.

Appendix 1 – School Rules

We have kind hands and feet



We follow instructions first time



We look after property



We care for everyone and share



We use language that doesn't hurt or upset

