

## BROOMFIELD PRIMARY SCHOOL



### Positive Behaviour Policy

Broomfield Primary School is proud to be a Rights Respecting School and we share a strong and passionate commitment to the rights respecting values of treating everyone with respect, fairness and dignity. The school's aim is to approach discipline in a positive and consistent way. We promote a positive attitude to behaviour by focusing on values, so that all children can reach our school aims. Values are felt and believed; they are seen and heard throughout the day. A set of core values, underpinned by British values- democracy, the rule of law, individual liberty, mutual respect and tolerance- gives all in our community a common purpose, an ethos that supports the pupil as reflective, analytical and responsible learners and in turn promotes quality teaching and learning.

**Article 29** – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 28** – Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children’s dignity. Richer countries must help poorer countries achieve this.

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 encouraging children to succeed in every area of their school life.

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## **Aims and Expectations**

- To encourage a calm, purposeful and happy atmosphere within the school.
- To promote respect, 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.
- 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 children's rights, respect and positive behaviour.
- To help pupils, staff and parents share a sense of direction and feeling of common purpose.

## **Rights and Responsibilities**

### **All Children have the right to:-**

- \* Be safe
- \* Be listened to
- \* Be treated with fairness and respect
- \* Be able to learn

### **All Adults have the right to:-**

- \* Be safe
- \* Be listened to
- \* Be treated with fairness and respect by children, parents and colleagues
- \* Be able to carry out their role and responsibilities

### **All Parents have the right to:-**

- \* Be safe in the knowledge that their children are safe
- \* Be listened to
- \* Be treated with fairness and respect and know that their children have the same right
- \* Be informed about their children

## **All Children are Rights Holders**

**To ensure all children's rights are met the children agree to:**

- 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 remember that the school's reputation depends on the way we behave both in and out of school.

## **Adults in our school are Duty Bearers**

**Their responsibilities are:**

- To be a good role model.
- To promote good relationships at every level.
- To treat all children fairly and with respect.
- To ensure all children's rights are met.
- 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 other's 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 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 are also Duty Bearers. Their responsibilities are:**

- To be a good role model.
- To make children aware of appropriate behaviour in all situations.
- To encourage respectful behaviour, independence and self-discipline.
- To ensure all children's rights are met.
- 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 model respectful behaviour in all situations.

## **Our Agreed Rules**

Our School Rules are reviewed annually in consultation with pupils, through our school council, staff, governors and parents.

- **We are polite and respectful**
- **We follow instructions straight away**
- **We walk around school calmly and safely**
- **We care for everyone and share**
- **We look after everyone's property**
- **We act kindly to others and don't hurt**
- **We always try our best**

All rewards and consequences are linked to choosing to follow these rules. School rules are displayed in every class and referred to regularly to encourage good behaviour. Each class also 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.

When a child is behaving in a disrespectful or unhelpful way, this is made clear to them by referring to our rules and/or class charter.

To ensure the rules, rewards, routines and consequences are successful they will be shared with the school community. We use ClassDojo to award positive behaviour points and to share rewards with parents/carers.

## **Rewards for Respectful and Positive Behaviour**

### **Each Week:**

- Praise from an adult in school.
- Stickers awarded to them.
- 'Dojos Messages' home to share their achievement with family.
- Broomfield Celebration Assembly
  - Celebrating achievements from home
  - Headteacher's award
  - Results of which house has earnt the most dojos that week
  - The class which has earnt the most dojos will receive extra playtime on the Friday of the assembly
  - The child who has earnt the most amount of dojos in their class each week will receive a certificate to take home and share with parents/carers
  - Golden ticket awarded for 'respect' with a place on the top able for lunch
- Outstanding Behaviour for being 'Thumbs Up' all week earns dojos for the 'class treat'.

### **Each Term:**

- Broomfield Ambassador Award. If in a term, a pupil has consistently outstanding behaviour, 96%+ attendance, and 100% reading returns during a term they will be recognized as a Broomfield Ambassador. Bronze awarded for one term, Silver for two terms and Gold for three terms or throughout whole year.
- Dojo messages showing extra special moments from in or out of school activities.
- At the beginning of each term, each class will decide a ‘Dojo treat’. Once a class achieves its target of 1000 dojos the class will receive its chosen treat. There will be times when children will miss part of this treat as a consequence of behaviour choices.

### **Consequences and Procedures**

Staff and pupils are consulted on which types of behaviour are to be encouraged as respectful, and also which should be discouraged and listed as disrespectful. Behaviour that is classed as either respectful or disrespectful will be shared with children and parents; copies of these descriptors will be displayed in each classroom alongside our Rights Respecting Mascots, Ralph and Roary. Respectful behaviours will be labelled with a ‘Thumbs Up’ symbol and disrespectful behaviours with a ‘Thumbs Down’.



If children continue to behave disrespectfully, they will receive a ‘Time Out’, which will involve missing some of their free time to reflect on their behaviour choices.



### **Classroom expectations**

- At the start of each half day all children will start on ‘Thumbs Up’.
- If a child displays ‘Thumbs Down’ behaviour, they will be reminded that it is both disrespectful and unacceptable, and told to amend their behaviour. If a child continues to display unacceptable behaviour after this initial warning, they will be moved on to ‘Thumbs Down’ on the classroom display. They then need to quickly show an improvement in their behaviour by the end of the learning session in order to move back to ‘Thumbs Up’.
- Children still on ‘Thumbs Down’ at the end of the session may be asked to spend some of their free time reflecting on their behaviour choices ahead of the next session.

- If the child continues to behave in a disrespectful way, they may be moved on to 'Time Out'. This means that they need a longer period of reflection time and the following sanctions may be applied:
  - They may be asked to go to another classroom to cool down and complete their work away from their peers
  - They may miss their next break time
  - Their parents may be contacted to discuss the unacceptable behaviour
- The reasons that any child has been moved to 'Time Out' must be recorded by class teachers as a behaviour incident on the CPOMS system.
- Any act of violence will need to be immediately reported to a member of the SLT and will result in an automatic 'Time Out'.
- Missing a whole lunchtime is a consequence which will only be given in consultation between the class teacher and SLT. These children will be supervised by SLT and may then be allowed outside under supervision.

All unstructured periods of the school day including assembly, playtimes and lunchtimes

- Pupils are expected to maintain good behaviour and follow the same agreed rules at playtimes, lunchtimes and during assemblies.
- The same procedures for escalating consequences should be followed.
- Duty/Lunchtime staff will make class teachers aware of any unacceptable behaviour and/or consequences to be recorded on classroom charts.

Partnership with Parents

- If a child has three 'Time Outs' in a week, parents will receive a call/text/letter asking them to contact the class teacher to discuss what has happened.
- If a child receives more than three 'Time Outs' in a week or sustained 'Time Outs' over a period of time, parents will be contacted by a Senior Member of Staff to discuss what has happened.
- At this stage the child may be given an internal exclusion, where they will be removed to a member of SLT or the Headteacher, away from their peers, to work for a fixed period of time. It could also include missing any special activity/marble jar reward that the rest of the class participate in.

If a child is being physically aggressive towards staff or other children, or is putting themselves and/or others in danger, trained staff will use a reasonable amount of force to ensure the safety of all involved. The school follows the Local Authority policy of safer handling in line with DfE 2013 guidelines, 'Use of reasonable force within schools', (please Appendix 2)

### **The role of the class teacher**

It is the responsibility of class teachers to model respectful behaviour towards others. Teachers will ensure the behaviour rules are enforced in their classes, and that their pupils behave in a respectful manner during lesson time. The class teachers at Broomfield have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child respectfully and fairly, and enforces the school rules consistently. They use the Class Charter to remind children of the actions needed to respect the rights of others. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner and with reference to the clearly defined classroom expectations. However, if the behaviour continues, the class teacher seeks help and advice from the Headteacher or the Deputy Headteacher.

The class teacher, supported by the SENCO, liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act, to implement this behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children at Broomfield School. The Headteacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher monitors all reported serious incidents of inappropriate behaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour following local authority guidelines. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Governing Body has been notified. (See Appendix 3)

### **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain our expectations for behaviour and we expect parents to support these expectations.

We expect parents to support their child's learning, and to co-operate with us. We try to build a supportive dialogue between the home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions as described in this policy, we expect parents to support these actions.

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these behaviour and discipline discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

Staff do not expect to be challenged inappropriately should a complaint be made. The above procedures outlines a transparent process where concerns can be dealt with promptly. If parents / carers do respond aggressively possible causes of action may be as follows:

- Parents will be asked to leave the premises
- Incident recorded on CPOMS
- Further contact will only be by post or with Senior Members of staff
- Governors and LA informed and a ban from premises may be imposed

### **The role of governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Monitoring and review**

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records classroom incidents on CPOMS and also keeps a record of any incidents that occur at break or lunchtimes. The Headteacher records those incidents where a child is sent to him/her as a result of bad behaviour. The Headteacher keeps a record of any child who is excluded.

It is the responsibility of the governing body to monitor exclusions and to ensure that the school's policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide For Schools', and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **APPENDIX 1 – BEHAVIOUR DESCRIPTORS**

### **'THUMBS DOWN' BEHAVIOURS INCLUDE**

- Not following agreed rules throughout school
- Calling out
- Not working
- Interrupting, silly noises
- Ignoring instructions
- Disrupting learning and teaching
- Pushing in the line
- Wandering around the classroom/school.
- Being cheeky, rude or threatening.
- Rough play
- Any of the above at playtime or at lunchtime

### **IMMEDIATE 'TIME OUT' BEHAVIOURS INCLUDE**

- Continuing to not following agreed rules throughout school
- Name calling or taunting
- Hurting someone deliberately
- Damage to property
- Leaving classroom or school premises without permission
- Any of the above at playtime or at lunchtime

## **APPENDIX 2 – POSITIVE HANDLING**

(To be read in conjunction with Use of reasonable force – DfE July 2013)

This guidance sets out to define the circumstances in which staff may judge it necessary and appropriate to use the application of force to control or restrain a child in their care and takes account of the Legal Framework in which the school staff operates in the care and control of children.

1. It is important to recognise that the majority of our children behave very well and conform to the expectations of the school where good behaviour is encouraged and valued and where pupils are encouraged to respect and value others.
2. It is also important to recognise that the vast majority of behaviour that does not meet expectations is responded to through management strategies that do not rely on any form of physical intervention.
3. The impact of current legislation on the action of teachers is that they are expected to use reasonable force to prevent a child from doing or continuing to do any of the following:
  - Committing a criminal offence including behaving in a way that would be an offence (if the pupil were not under the age of criminal responsibility);
  - Injuring themselves or others;
  - Causing damage to property (including pupil's own property);
  - Engaging in behaviour that is prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (playground, educational visit or other organised out of school activity when the member of staff has lawful control of the child or children concerned).

**NB: It is always understood that physical intervention is one element of the wider Behaviour Management Policy and that it is a last resort. It is noted that it is always unlawful to use force as a punishment.**

## Definitions

For the purpose of this guidance, the following definitions will be used to describe:

- **Escorting – accompanying for protection or guidance**

The level of compliance from the child being escorted and the degree of physical force being used by the member(s) of staff will determine whether this act should be considered as restraint, e.g. was the child overpowered in order to be escorted?

- **Holding – to assert authoritatively**

The degree of force used in relation to the level of co-operation and compliance being displayed by the child determines when holding becomes restraining. The higher level of force, the more likely the action will be deemed as restraint.

Ultimately, it will rest upon whether the child was overpowered and had no choice but to remain in the hold.

- **Restraint – physical control**

As defined by the application of force with the intention of overpowering the child to prevent him/her from harming himself/herself or others.

## Planning for Incidents

There are a wide variety of incidents in which reasonable force might be appropriate or necessary to control or restrain a child which fall into three main categories:

1. Where action is necessary in self-defence or because there is an imminent risk of injury, for example:

- A pupil attacks a member of staff, another pupil or is self-harming
- Pupils are fighting

In an emergency situation, the following may be necessary:

- Holding, pushing or pulling to save injury to another person of him/herself;
- Restraining to prevent an attack on someone else or putting him/herself in danger
- Blocking a pupil's path
- Breaking up a fight

2. Where there is a significant assessment that risk of injury, or significant damage to property will result from the child's actions, for example:

- A pupil is engaged in, or is on the verge of, committing deliberate damage to property
- A pupil is causing, or at risk of causing injury or damage by accident by rough play, by out of control behaviour or by the misuse of objects

In an emergency, the following may be necessary:

- Restraining a pupil to prevent injury to himself or others through damage to property
- Holding, pushing or pulling in an emergency situation to prevent injury

## **Examples of Incidents**

### **INCIDENT:**

- A pupil is running in a corridor or in a way in which he/she might have or cause an accident likely to injure himself/herself or others.

### **ACTION:**

- Blocking the pupil's path
- Holding if possible, accident or injury is imminent

### **INCIDENT:**

- A pupil tries to leave the school without permission and such an action is judged to put him/her at risk.

### **ACTION:**

- Blocking the pupil's path
- Holding if necessary, to stop the child leaving the premises
- Escorting the pupil by hand or arm

NB: In all cases, one would use the voice to de-escalate the situation, e.g. to reassure and to calm the pupil down.

## **Planning Strategies for Individual Children**

When staff are aware that a child is likely to behave in a way that might require physical control or restraint, we will plan how to respond. The plan will address:

- Managing the pupil (strategies to de-escalate the conflict, what hold to be used and what form of words are most likely to lead to calm);
- The involvement of the child and parents/carers in developing the plan so that all parties are clear about what action will be taken and why;
- Staff awareness of the plan and their part in it (this may include specific training for staff most likely to be involved with particular behaviours);
- Planning, where appropriate, how additional support can be summoned in the event of the plan being used; and
- Ensuring that the individual needs of the child including SEND are taken into account. In some cases it will be necessary to consider the physical health needs of the child in order to ensure that the holds are safe.

NB: Every physical intervention should be planned and conducted within the context of the above guidance. Only in exceptional circumstances, where there is an immediate risk of serious injury, should a member of staff act or take any necessary action that is consistent with the concept of reasonable force.

## **Recording, Reporting and Repair**

CPOMS will be used to record any incidents where force has been used;

The record will be used to assist in planning to avoid a repetition of the incident. It will also be used to analyse what worked well and how it might be replicated as part of a planning response to any subsequent out of control behaviour. The outcome of such planning will be recorded and shared with the child and their parents/carers.

A member of staff involved in an incident will be provided with support – they may need time to reflect and calm themselves before continuing with their duties. Pupils will be given time to calm down and reflect on their part in the incident.

### Legislation

Education Act 1996  
Education Act 2002  
Education Act 2011

School Standards & Framework Act 1998  
Children Act 1989 – revised 2004  
Education & Inspections Act 2006

### APPENDIX 3 – EXCLUSION

Exclusions will be used as a sanction for children at Broomfield Primary School. This takes into account the statutory published regulations and guidance applied from September 2012 (DfE – Exclusions from maintained schools, Academies and PRUs in England – updated July 2017.) The Headteacher and Chair of Governors will consider the responsibilities under the Equalities Act 2010 before excluding a child.

Only the Headteacher has the power to exclude a pupil from school.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

The Headteacher may also exclude a pupil permanently.

The statutory guidance given in Paragraph 16 of the Department for Education “Exclusions from Maintained Schools, Academies and Pupil Referral Units in England – September 2017”, paragraph 16 reads :

“A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches of the school’s behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.”

When excluding children permanently from school they ensure that both areas are covered in their reasoning.

It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. It should be noted that the September 2017 Guidance no-longer allows schools to change or convert a fixed term exclusion into a permanent exclusion, however in exceptional cases, usually where further evidence comes to light, a further fixed-period exclusion or a permanent exclusion may be issued to begin immediately after the first period ends. This fixed period exclusion will allow the school time to thoroughly investigate the incident. As a result of these investigations the school may consider issuing a further fixed term exclusion or a permanent exclusion.

If the Headteacher excludes a pupil, parents will be immediately informed of the reasons for the exclusion.

Parents will be notified of their legal responsibilities to ensure their child is not present in a public place during school hours without reasonable justification.

At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.

The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Return from exclusion will normally follow a meeting with parents though children are entitled to return to school when the period of exclusion has elapsed.

The governing body/trust itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body/trust has a discipline committee. This committee considers any exclusion appeals on behalf of the governors/trust.

Permanent exclusions, which can only be imposed by the Headteacher, are a response to an unacceptably dangerous event where the safety of pupils and/or staff is threatened. A meeting will be held within 15 days to consider the case.

The decision can be challenged through an independent review panel.

Review panels:-

Cannot reinstate a pupil

Can uphold the exclusion

Can recommend that the governing body reconsiders its decision

Can direct a governing body to reconsider its decision.

