

Broomfield Primary School



Behaviour Policy **(Including Suspensions)**

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BROOMFIELD PRIMARY SCHOOL

BEHAVIOUR POLICY

Guiding Principle

To develop each child's full potential within a safe and stimulating environment, free from unlawful discrimination, enabling them, whatever their abilities, to recognise their unique worth whilst having respect for others.

Aims

- to develop each child intellectually, physically, socially and emotionally through a broad and balanced curriculum.
- to teach the children to become self-disciplined, independent, and motivated learners.
- to foster attitudes of respect and understanding for others of different abilities, cultures and beliefs.
- to be a caring and sensitive school, forging links with home and the wider community, whilst preparing each child to become a responsible citizen.
- to promote racial equality, good relations and eliminate unlawful racial discrimination.

Expectations of Children at school

- Children need to arrive and leave school promptly.
- Children must follow the school rules and expectations to keep them safe in school and when working online, whilst using remote learning.
- Children must tell an adult if they feel unwell.
- Children must follow the school rules on handwashing, hygiene and the use of toilets. They must use the "catch it, bin it, kill it" approach to coughs, sneezes and runny noses and avoid touching their eyes, nose and mouth.
- Children must not share food or drink with others. All children must have a named water bottle in school.
- Children should not spit, lick and/or bite others, or use any physical aggression involving skin to skin contact.
- Children should not run away from adults to access out of bounds areas.
- Children should not deliberately make any inappropriate and insensitive comments or display insensitive behaviour.
- Above all, children should demonstrate respectful behaviour towards each other and adults. They should try their best to ensure health and safety of others by following adult instructions.

School Code of Conduct

All adults working in Broomfield Primary School wish to promote good behaviour in all our children, within a culture of high expectations. This is a community in which behaviour is based on the 6Rs: Being Respectful, Reflective, Responsible, Ready, Resourceful and Resilient. We also believe that encouragement and praise are vital in helping children develop positive self-images.

Positive Behaviour

- We use a variety of behaviour management strategies, including the 'Essex Approach - Promoting Positive Behaviour,' and Zones of Regulation (ZofR).

- Children have opportunities to discuss and develop positive behaviour through PSHE, assemblies, and school councils, as well as through classroom discussion.
- As a school, Broomfield have implemented training in Essex Trauma Perceptive Practice (TPP) as a whole school approach to supporting positive relationships.
- Children are encouraged to use the Zones of Regulation to co-regulate and self-regulate their emotions and emotional responses. Further information regarding ZofR can be found in the SEND section on our website.
- The 6 Rs are displayed in every classroom and referred to regularly.
- The children are supported at playtimes and lunchtimes by Teachers, LSAs, MDAs and by Playleaders (a group of Y6 children trained in peer support)
- Children should be aware of personal space of others.

Rewards

The school rewards positive behaviour in a variety of ways which include:

- verbal praise
- stickers, including book mark stickers – which lead to bronze, silver, and gold certificates
- team points
- individual class reward time
- school merit certificates
- reading certificates
- class-based 'Star of the Week'
- lunchtime awards
- top 5 of the day in the class
- playleader awards – bronze, silver, and gold
- Headteacher's star pupils of the year
- Class reward chart (KS1)
- Star in the jar

The school celebrates the efforts and achievements of the children both in and out of school by:

- sharing children's certificates and trophies from out of school activities.
- children are encouraged to share their talents in a weekly creative assembly.
- letting parents know on a regular basis about success and achievements.
- sending children to other teachers and to the Headteacher/Deputy Headteacher, to celebrate successes.
- sharing good work in class.
- sharing school sporting achievements with parents.

Problem Solving

As a whole school approach, we use Zones of Regulation, encouraging an awareness of and sensitivity to their own and others' emotions. In Foundation Stage, this is introduced using 'The Colour Monster' by Anna Llenas.

We also encourage the children to use the 6 Rs at all times and to relate this to their behaviour.

Children are encouraged to say "Please don't do that, I don't like it" and, if the situation doesn't improve, tell an adult.

Classroom Strategies and Sanctions. Reception, Key Stage One and Key Stage Two.

At Broomfield we believe that, in incidences of negative behaviour, it is the behaviour that is unacceptable and not the child. As a staff, we recognise that behaviours are a means of communication. We encourage open communication between school and home.

Class Strategies & Sanctions

1. Tactically ignore non-disruptive/low-level misbehaviour.
2. Proximity Praise – audibly praise child/children displaying the desired behaviour – thank you for showing me that you are ready to listen.
3. Correct and redirect inappropriate behaviour – give corrections and redirections quietly, taking the child aside when possible and using eye contact – what are you supposed to be showing me?
4. Positive reinforcement – be specific - I would like you to show me that you are now ready to listen. Give me 5.
5. Warning, choices and consequences – give a warning and a clear choice and make consequences clear– please sit down and show me that you are ready to listen, or go and sit quietly in the Reading Zone. You choose. Give the child some time to make their choice and ignore minor diversionary behaviours such as making silly faces. If the child does not make a choice, an appropriate consequence will be given.
6. Allow the child to return to work with the other children as soon as they decide to conform, and praise any appropriate behaviour as soon as possible.
7. Loss of part of or all of playtime.
8. If the behaviour deteriorates into persistent disruptive behaviour then 'Time Out' should be allowed (child initiated) or enforced (staff directed) – encourage and praise a child for independently taking 'cool-off time' as a means of controlling temper or frustration. Ensure the child has a designated place to go (either within or outside the classroom) and is not provided with individual counselling during the 'cool-off' period. They should also have a 'Time Out' Card and a behaviour contract. Other staff need to be made aware of any pupil for whom this has been agreed.
9. If 'Time Out' proves ineffective then the child should be directed to a senior member of staff
10. The class teacher will inform Parents/Carers of incidences of persistent disruptive behaviour. The class teacher will log these incidences on CPOMS and alert the Headteacher (who monitors the incident log) and relevant staff.
11. Set up a Consistent Management Plan or a One Plan Meeting.
12. Referral to External Support Services.
13. School may decide to do an internal suspension.
14. A fresh start: the child needs to know that they will have a chance to behave well in the future.

Playground Strategies and Sanctions

Effective supervision involves monitoring behaviour, interacting with children and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated. A good playground environment should be secure, safe and easily supervised, promoting purposeful play and reduced boredom, reduced playground aggression, increased imaginative play, improved social skills through provision of meeting places, positive relationships and communication between children, teachers, LSAs and MDAs.

Lunchtime Clubs have been set up to support and provide alternative activities to the playground.

The MDA will:

1. Praise children displaying good playground behaviour using agreed playground rewards.
2. Utilise Playleaders to encourage positive play
3. Rewards positive behaviour with lunchtime awards
4. Correct and redirect inappropriate behaviour – give corrections and redirections quietly, taking the child/children aside when possible and using eye contact and a calm voice.
5. Positive reinforcement – be specific – state the desired behaviour in a calm voice.
6. Warning, choices and consequences – give a warning and a clear choice.
7. MDAs liaise with class teachers at the end of lunchtime, to inform them of any inappropriate behaviour.
8. The class teacher will inform Parents/Carers of incidences of inappropriate behaviour.

Consistent Management Plan

Consistent Management Plans (CMPs) are strategies tailored for individual children, once whole-school and classroom strategies and sanctions for promoting positive behaviour are not effective. The advantages of these programmes are that they:

- involve children, parents or carers, school staff and/or other professionals from the early stages of planning
- are personalised so can have a positive effect on a child's self-esteem and behaviour
- break negative cycles
- encourage parents or carers to be included and offered a clear role
- can facilitate changes in whole-class approaches to behaviour
- give children the opportunity to participate in changing their own behaviour
- be reviewed and monitored regularly
- be changed if programme is unsuccessful
- be gradually faded out if programme is successful

CMPs should be shared with the HT, SENDCo, Phase Group Leaders, Senior MDA, child's family and any other staff/professionals that work with the child.

Suspensions

A decision to suspend a child should be taken only:

- a. In response to serious breaches of the school's behaviour policy; and
- b. If allowing the child to remain at school would seriously harm the education or welfare of the child or others in the school

Only the Head Teacher, or in the absence of the Head Teacher, the Deputy Head Teacher can suspend a child.

A decision to suspend a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should be used as a last resort. Suspensions are reported to the full governing body and are recorded on the children's file.

There will, however, be exceptional circumstances where, in the Head Teacher's judgement, it is appropriate to permanently suspend a child for a first or 'one-off' offence. These might include:

- a. Serious actual or threatened violence against another child or a member of staff
- b. Sexual abuse or assault
- c. Supplying an illegal drug
- d. Carrying an offensive weapon

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