



BROADMEAD LOWER SCHOOL **POSITIVE BEHAVIOUR POLICY**

Rationale

"You cannot change the state in which a child arrives at your door, you can only change your response." (Pivotal Education)

We have agreed a set of values as a whole school community, based on a common understanding of our vision for Broadmead. The behaviour policy should be an integral part of upholding and developing these values, enabling children to learn in a secure and safe environment. This policy has been updated after consultation with the staff, children, parents and the Governing Body.

The behaviour policy is in line with Broadmead's Equal Opportunities Policy.

Aims

- To develop a culture in which all pupils are valued and to enable them to have a high self-esteem.
- To encourage all children to behave in an appropriate manner towards other children and all adults.
- To create a learning environment in which children can work productively and make good progress.
- To have happy children and staff.
- To give all children and parents a consistent message about behaviour expectations.
- To meet every child's individual needs.

Intended outcomes

- Children should be ready, be respectful and be safe
- A positive, purposeful environment will be encouraged throughout the school
- All children and adults will treat each other with respect, courtesy and consideration
- The children will respect and value the school environment
- Children live the school values
- Children, parents and staff will have a clear understanding of the school's behaviour expectations
- The children should have a sense of belonging, desire to learn and the determination to succeed, contributing to a raised feeling of self-worth.

Implementation

All staff will:

- Use the three 'Be' rules:

Be Ready

Be Respectful

Be Safe

These fundamental rules are displayed around the school and all staff will use this language to ensure consistency across the school.

- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all children
- Be calm and recognise the child's 'state of mind' when dealing with behaviour (see, hear & hold)
- Follow the steps of behaviour process
- Prevent before sanctions - look out for situations where behaviour might change or escalate
- Be ready to intervene to change the child's direction early on
- Follow up every time, retain ownership and engage in reflective dialogue with children
- Engage with any occurrences of children presenting behavioural needs

These principles will be used:

- **Consistent, calm adult behaviour**
- **Recognition of children adhering to the three 'Be' rules and 'Living the School Values'**
- **Established shared routines**
- **All parties will be listened to before consequences are issued.**

All staff will follow these principles, both in and out of the classroom.

Morning greeting

All children will be individually greeted in the morning.

Whole School Rewards

- ✓ Values leaves - these are awarded to any child who displays a value
- ✓ Dojo points - children can earn a point which is added to the Classroom Dojo alien using the IWB screen
- ✓ Sticker charts (as required by individual children's needs)
- ✓ Positive postcards
- ✓ Class team tokens - children can earn a token from any member of staff.

There are colours for each year group:

Pandas & Puffins - Green

Badgers - Red

Tigers - Yellow

Elephants - Light Blue

Bears - Purple

Team tokens are provided as a whole class reward. When the jar is full the class will receive a



Belonging, Learning, Succeeding



reward from the list of rewards chosen by them.

All classes will follow and use the whole school systems for behaviour. However, individual teachers will have the option to implement small systems within their classrooms as needed.

Extra strategies such as detailed behaviour charts or Home/School books will be used if needed for an individual child. Parental involvement in this will always be encouraged.

The children who show work in the Friday Sharing Assembly for the 'Perfect Presentation' board will receive a certificate and pencil, as well as having their work displayed. Other children will be invited to share work from the week and there is an open invitation to parents for this assembly. These children will be recognised in the weekly newsletter.

Weekly Awards

- ✓ Parents are invited to a Sharing Assembly on a Friday morning. This alternates weekly between EY/KS1 and KS2. Invitations go out on Wednesday.
- ✓ Children are acknowledged by staff for showing our school values. They receive a values leaf to be added to the class values tree. This leaf is then read out weekly in the Values Assembly and added to the school values tree.
- ✓ Class teachers will award the top Dojo scorer and top Dojo table, with a certificate, to be displayed in class. Every week the Dojo points will be reset to zero giving every child an opportunity to achieve each week.
- ✓ Times Table Rock Star class winners will be announced in the weekly newsletter. They will receive a sticker for their achievements.
- ✓ Spelling Shed class winners will be announced in the weekly newsletter. They will receive a sticker for their achievements.

Half Termly Awards

- ✓ Bug Club Reading Challenge
- ✓ Positive Postcards - In the last week of every half term each teacher will choose two children to receive a positive postcard, via post, for their efforts at school.

Termly Awards

- ✓ Governor Awards. All staff can vote for children to receive either the chair, belonging, learning or succeeding award, badge and certificate each term.
- ✓ 100% Attendance


Playground Behaviour

Children are encouraged to play following the three school rules. Midday supervisors and play leaders will support and encourage the children to do this. Any children who are not following the school rules during playground time will follow the steps of behaviour process implemented by lunch time staff. This includes giving children the opportunity to have time to 'settle their snow' in a self-reflection and regulation zone.

At the end of play, the first bell will be rung and all children will stand still. On the second bell, the children will walk to line up. Class teachers will take their class in once they are ready.



Levels of Behaviour and Consequences

Level 1	Level 2	Level 3
<p><u>Level 1 - Steps 1+2:</u></p> <ul style="list-style-type: none"> • Rule Reminders • Remind the child of correct behaviour. • Remind the child of correct behaviour, link to school rules and remind them of the next consequence (reflection) removal of 1 Dojo point. • For EYs and SEND - rule reminder card to be shown 	<p><u>Level 2 - Step 3:</u></p> <ul style="list-style-type: none"> • behaviours can be subject to a consequence without reminders or warnings. • 5 minutes (3mins for EYs & Yr1) self-reflection/self-regulation time (inside classroom and designated areas in both playgrounds & hall). The child should be near or holding a Jigsaw Jiggie, Jerrie Cat or KYPsy caterpillar. 	<p><u>Level 3 - Step 4:</u></p> <ul style="list-style-type: none"> • 10 minutes (5mins for EYs & Yr1) self-reflection/self-regulation time (inside classroom and designated areas in both playgrounds & hall). The child should be near or holding a Jigsaw Jiggie, Jerrie Cat or KYPsy caterpillar. • Phone calls home by class teacher.
<p>Move to level 2 if continuation of Level 1 behaviours despite all consequences being applied.</p>	<p>Move to level 3 if the same behaviour is repeated 3 x during the same day.</p>	<p>Move to level 4 for children who have reached Level 3 on 3 occasions in a term.</p> <p>*Physical violence goes straight to Level 4.</p>
<ul style="list-style-type: none"> • interrupting • distracting others • not completing work or avoiding work • throwing small things in the classroom • making noises when the teacher is talking • taking other people's 	<ul style="list-style-type: none"> • swearing • shouting at another child or adult in an angry tone • refusing to work • walking away when being spoken to • damaging own work • arguing with an adult 	<ul style="list-style-type: none"> • bullying • deliberate violence towards another person • kicking/slamming doors • extreme rudeness/bad language • leaving the classroom without permission in a bad temper/running




<ul style="list-style-type: none"> • belongings from them • running in corridors • pushing past people • not putting things back • being careless with school property • being careless with own property • being unkind • not sharing/turn taking • leaving class without permission e.g. toilet 	<ul style="list-style-type: none"> • when they are talking repeatedly not listening to the teacher when they are talking to the class • threatening to hurt other children • deliberately frightening another child • knowingly putting themselves in a unsafe place 	<ul style="list-style-type: none"> • away/not safe • attempting to leave the premises • stealing (taking and knowingly keeping something without the owner's knowledge) • climbing trees, fences, wall bars, running up the field • wandering around the school making an adult have to follow them • inciting others to take part in the same behaviours • throwing objects at people • swearing/name calling to an adult • threatening an adult
--	--	--

Warning Steps

Step 1: (level 1):

- Remind the child of correct behaviour - rule reminders.

Step 2: (level 1):

- Remind the child of correct behaviour, link to school rules and remind them of the next consequence (reflection) - removal of 1 Dojo point.
- For EYs and SEND - rule reminder card to be shown - STOP PLEASE! 

Step 3: (level 2):

- 5 minutes (3mins for EYs & Yr1) self-reflection/self-regulation time (inside classroom and designated areas in both playgrounds & hall). The child should be near or holding a Jigsaw Jiggie, Jerrie Cat or KYPSY caterpillar.

Step 4: (level 3):

- 10 minutes (5mins for EYs & Yr1) self-reflection/self-regulation time (inside classroom and designated areas in both playgrounds & hall). The child should be near or holding a Jigsaw Jiggie, Jerrie Cat or KYPSY caterpillar. Phone calls home by class teacher.

Levels 1 - 3 involve discussion with the child. Their level of understanding and social/emotional needs must be taken into consideration but not used as an excuse.

Level 3+ behaviour must be recorded on CPOMs (SLT informed through CPOMs) and also reported to parents by the class teacher. SLT to monitor incidents.



Level 4	Level 5
<p><u>Level 4 - Step 5:</u></p> <ul style="list-style-type: none"> • <i>social exclusion - children are unable to take play and lunch times with other children</i> • <i>withdrawal from extra-curricular clubs</i> • <i>withdrawal from school trips (particularly if the concerns are around the child not following instructions and putting themselves in danger)</i> • <i>SLT involvement.</i> 	<p><u>Level 5 - Step 6:</u></p> <ul style="list-style-type: none"> • <i>Fixed Term Exclusion - half day/1 day/2 day in line with BDC Policy and current guidelines</i> • <i>Permanent exclusion - if unable to re-integrate into school.</i> • <i>Headteacher Involvement</i>
<p>Children who have reached Level 3 on 3 occasions in a term with the exception of physical violence, which goes directly to Level 4.</p>	<p>Children who have reached Level 4 and show no sign of improvements in their behaviours or choices despite behaviour plans, meetings with parents and school behaviour programmes in place.</p>

Step 5: (level 4):

- social exclusion - children are unable to take play and lunch times with other children
- withdrawal from extra-curricular clubs
- withdrawal from school trips (particularly if the concerns are around the child not following instructions and putting themselves in danger)
- SLT involvement.
- Telephone calls to parents and meetings arranged to discuss child's behaviour in school.

Step 6: (level 5):

- Fixed Term Exclusion - half day/1 day/2 day in line with BDC Policy and current guidelines
- Permanent exclusion - if unable to re-integrate into school.

All behaviours from Level 4 onwards may result in a Fixed Term Exclusion if they are severe or persistent.

A Permanent Exclusion will only be used as a last resort where the behaviour is so serious as to put the pupil, other pupils or staff at risk of injury, and/or lead to damage of school property; OR so persistent as to seriously disrupt the on-going learning and/or welfare of other pupils in the school.

The decision to exclude is that of the Headteacher

The decision is made:

- After investigation with all parties involved
- Dependent on circumstances e.g. child(ren), location, adult dealing with the situation
- Only if evidence is sufficient to support exclusion as being the only reasonable outcome.

Once the decision to exclude and for how long is made:

- Parents will be called to collect and meet with Headteacher or Assistant Headteacher



- The Statutory paperwork will be completed
- The Class teacher will set work to cover the exclusion period
- A Reintegration meeting will be arranged with parents and child before leaving for exclusion period.

In the event of a Permanent Exclusion the parents will be informed of their rights under the statutory guidance

Review

This policy will be reviewed regularly in line with the School Policy Review Plan.

Policy Name:	Positive Behaviour Policy
Written By:	Wendy LeNette and Chloe Longland
Reviewed:	November 2021
Ratified by Governing Body:	9th December 2021
Next Review:	November 2022

