



POSITIVE BEHAVIOUR MANAGEMENT POLICY

September 2022

Review Date: September 2023

Broadway Junior School Positive Behaviour Management Policy

Rationale

At Broadway Junior School we believe that all children and adults in our school and community are important. We have a legal responsibility to ensure every child is safe and protected from harm. We aim to provide an environment where everyone feels valued, happy and secure. We are committed to enabling all of our pupils to access their education successfully by regulating the conduct of all pupils.

Aims and expectations

- 1) It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure.
- 2) Positive behaviour is taught, practised and modelled through the curriculum, for example, in PSHE and RE lessons.
- 3) The school has a number of school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 4) The school expects every member of the school community to behave in a considerate way towards others, thus, developing in pupils a sense of self-discipline and an increasing ability to accept responsibility for their own actions.
- 5) We treat all children fairly and apply this Behaviour Policy in a consistent way.
- 6) This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 7) The school rewards good behaviour; we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 8) We strive to ensure that there exists a mutual respect between all members of this community as well as a shared concern for the school environment.

This policy complies with section 89 of the Education and Inspections Act 2006.

Broadway Junior School Rules and Values:

1. We will always be kind and caring towards each other.
2. We will keep our hands, feet and objects to ourselves.
3. We will walk sensibly and quietly in and around school.
4. We will treat school buildings and equipment properly and with respect.
5. We will always use good manners.
6. We will always work hard and let others learn.

These rules should be displayed prominently in classrooms and around school.

Children's Responsibilities

- Know the rules.
- Follow the school rules.
- Accept the consequences of their actions.

Parent Responsibilities

- Know the rules.
- Support the child in following the rules.
- Support the school in implementing the school rules.
- Discuss any concerns with teachers and staff. Let us know if they have a problem.

Preventing Inappropriate Behaviour

The prevention of behavioural problems arising is of paramount importance.

Broadway staff will be responsible for:

- effective classroom organisation and management.
- appropriate curriculum to ensure pupils are engaged, motivated and challenged.
- establishment of effective relationships.
- teaching of co-operative strategies.
- children taking ownership of routines.
- acknowledging good behaviour.
- development of self-esteem.
- emotional intelligence, teaching the language of feelings.
- utilising de-escalation strategies (from TeamTeach training) when necessary.

Broadway children will be taught to:

- move appropriately in and out of school building.
- know where they may be at a given time and where is out of bounds
- be polite to adults and other children.
- support other children.
- empathise with each other.
- develop strategies to deal with upsetting or aggressive behaviour.
- report incidents of bullying behaviour involving themselves or others.
- children who use appropriate behaviours must be encouraged and rewarded.

Rewarding good behaviour is the responsibility of all adults in the school. All staff will be pro-active in celebrating good behaviour overtly and often throughout each day.

Rewards

Staff will emphasise the positive approach of encouragement and praise. Praise may be given in a variety of ways:

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- Encouragement or congratulations, acknowledging good behaviour.
- Presentation of 'teacher awards' and praise in front of a group, class or the school (e.g. Celebration assembly and *Worker of the Week* certificates).
- A call or message home to inform parents/carers of good behaviour or manners.
- Pebble points awarded to individual children and milestone awards presented by Head teacher.

25 Pebble Points – Bronze Award
50 Pebble Points – Silver Award
75 Pebble Points – Gold Award
100 Pebble Points – Platinum Award

Behaviour Management Chart

All children will receive a fresh start every day and are expected to be 'Ready to learn.' This chart is displayed in every classroom across school. Each child has a named peg and throughout the day their peg will move up or down the chart according to their behaviour.



Outstanding

Children who have demonstrated exemplary behaviour will be moved to outstanding. These children will go to the Head Teacher to receive a special prize/certificate or sticker.



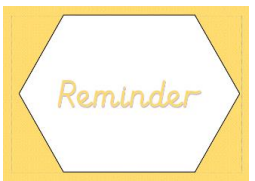
Great Work

Children will be moved to great work when they consistently work hard, display good manners and do their best.



Ready to Learn

Children will start each day on Ready to learn. They are expected to follow our rules and values as every child has a right to access their education without disruption.



Reminder

Issued for: low level disruptions, not listening in class, eating/chewing in class, shouting out, being out of seat without a valid reason, etc.



Warning

Issued for: Ignoring the reminder, persistently off-task, talking in class and disrupting learning, etc.



Contact Home

Issued for: being disrespectful to staff, use of foul or derogatory language, refusal to comply with warning, any form of bullying, not following the COVID-19 behaviour requirements. Also resulting in loss of break times or lunch times.

Sanctions and Consequences

Sanctions will be given to children when they do not follow the rules. Sanctions will be applied consistently and staff will ensure that they are followed through in order that they are effective. Staff will always endeavour to be fair and honest. All children will receive a fresh start every day.

Persistent Level 3 behaviour:

Persistent unacceptable behaviour will result in a behaviour plan for the individual child, which will be written in consultation with parents/carers, class teacher and SLT. Parents must be informed of the potential long term consequences if behaviour continues.

Isolation

This can be used to exclude pupils from the yard at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour. It is the decision of the Year Group Leader and DHT/HT whether a pupil needs to be isolated, when, where, who will monitor and for how long. Pupils need to be sent with their work to complete.

Bullying

We believe that it is a basic entitlement of all children to receive their education free from abuse. It is the responsibility of all adults working in the school to ensure that children learn in an atmosphere which is caring and protective.

Bullying affects everyone, not just the bullies and victims. It also affects those other children who may witness bullying, and less aggressive children can be drawn in by group pressure.

At Broadway Junior School we consider ongoing education of children essential in order to develop skills and strategies to allow them to identify, cope with and, ultimately, prevent bullying.

These are relatively rare occurrences, but can and do happen in school communities. We work hard to create an ethos which protects children from these unpleasant aspects of behaviour and we are committed to dealing with any incidents, in order that children involved in any incidents are made aware immediately that such behaviour is unacceptable. Our behaviour policy does not condone any form of bullying or abuse, whether physical or verbal.

Action taken by school to prevent bullying

- All complaints taken seriously and dealt with quickly and firmly;
- High levels of adult support in the playground;
- Discussion with children on aspects of bullying and the appropriate way to behave towards each other;
- Providing a curriculum which stresses the importance of children learning tolerance;
- Learning to take responsibility and caring for others;
- Recognising and rewarding non-aggressive behaviour;
- Helping children to develop positive strategies and assertion.

Suspensions and Expulsions Procedure

The Head Teacher reserves the right to suspend or expel if the behaviour of a child is particularly severe or school rules are constantly ignored. This will generally be a last resort but the following points need to be considered:

- The safety of the child, other children and staff.
- The level of disruption caused to the education of other children.

Once suspended, the parents of the child will be invited to meet with the Head Teacher to discuss the terms of re-entry, in the case of suspensions. Very careful arrangements will be made to try to ensure that any child returning to school after suspension is helped to behave appropriately.

Suspensions and Expulsions for serious incidents outside of school

The behaviour of pupils outside school can be considered grounds for suspension or expulsion. This will be a matter of judgment for the Head Teacher in accordance with the DFE advice from Maintained Schools Document 2017 (Please also refer to suspension/expulsion Policy).

Dealing with malicious allegations against staff

It is extremely important that any allegations of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child, whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the Head Teacher and Chair of Governors will decide upon the sanction for the pupil who made the false allegation.

The school has the power to suspend/expel pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

Pupils with Special Educational Needs

Broadway Junior School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, for example, a graduated approach within the classroom, quality first teaching, access to individual sensory equipment where/when appropriate, small group support, etc.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or other professionals, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Recording and Reporting Behaviour

Serious behaviours are recorded centrally as part of the CPOMs system. These will be reported to the Governing Body three times a year as part of the Head Teacher Report.

Reasonable Force

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder;
- Hurting themselves or others;
- Damaging property.

Incidents of physical restraint must always be used as a last resort, and:

- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Use existing TeamTeach strategies in which staff are trained;
- Be recorded and reported to parents.

Confiscation

Searching and screening pupils is conducted in line with the DFE's latest guidance on searching, screening and confiscation. Any prohibited items found in pupils' possession will be confiscated. These items will be returned to parents at the discretion of the Head Teacher.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

This policy will operate in conjunction with the following policies:

- Safeguarding and Child Protection Policy and all associated policies
- Anti-Bullying Policy
- SEND and Inclusion Policy
- Equal Opportunities Policy
- Attendance Policy
- Complaints Procedure
- Suspensions and Expulsions Policy

Monitoring and Review:


The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Governing Body must review this policy every year. 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.

Signed:

A handwritten signature in black ink that reads "C Johnson". The letters are cursive and somewhat stylized.

Mrs C Johnson, Headteacher

A handwritten signature in black ink that reads "V Walton". The letters are cursive and stylized.

Mrs V Walton, Chair of Governors