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Behaviour Policy

September 2023

Aims

This policy along with our Behaviour Blueprint aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

Legislation and Statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

Team Teach

The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention. As a last resort, staff are trained to use positive handling techniques to resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved. Team Teach enables us to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, helping reduce the number of serious incidents involving physical controls, and raising the awareness of the importance of recording, reporting, monitoring and evaluating all incidents involving positive handling. We see positive handling as just one part of a whole-setting approach to behaviour management. As such, the Team Teach framework is entirely compatible with Positive Behavioural Support (PBS) approaches for people with learning disabilities. "Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe".

A parent's guide to our behaviour blueprint
updated September 2023

'Have the courage to succeed'

This is our new school moto. In life it takes courage to try new things and make mistakes. This is something we will be promoting with all children at Broadstone.

Ready

Respect

Safe

These 3 words are our school rules.

Ready for whatever a child needs to be ready for.

Respectful towards humans, animals and property.

Behave in a manner that keeps themselves safe and others safe.

'The Broadstone Way'

Being part of the Broadstone family means we ALL work together to create an inclusive environment where everyone is **happy, enjoys learning and achieves their full potential.**

Children learn best when they are happy. Our aim is to nurture each child as a member of our school family to ensure they are happy well-rounded children.

Our Core Learning

Values - CRICK

- **Confident**
- **Resilient**
- **Independent**
- **Co-operative**
- **Kind**



Relentless Routines

- **Start with a smile**
- **Wonderful Walking**
- **Marvellous Manners**
- **Uniform Matters**
- **Enabling Environments**

These are our core values that we want to instil in all our children to prepare them for life beyond Broadstone.

Our relentless routines are things we consider to be important and will prepare all our children for life beyond Broadstone. Every day and every lesson should start with a smile.

We believe that

All Behaviour is communication so every effort must be made to understand it.
All consequences must be viewed as a conversation to improve future behaviour.
All responses to unwanted behaviour must be appropriate and consistent!

Reconnect & Repair

In life we all make mistakes. What is important to us is the learning that takes place to ensure children do not continue to make the same mistakes or display the same behaviour over and over again. Talking to our children and guiding them through tricky situations is the most powerful way to support them in making changes to their own behaviour. Children need to take ownership of their behaviour before they can take steps to change it. We believe this is achieved by having constructive conversations with every child and understanding the underlying reason for the behaviour. We as humans often damage relationships through our behaviour therefore, we must ensure any damage is repaired and relationship strengthened.

“Insanity is doing the same thing over and over and expecting different results.”

Recognition

- Broadstone Award
- Celebration Assembly
- Positive Postcards/Phone calls home
- Marvellous Me (includes class compliments)
- Stickers/Tickets/Tokens
- Class Family Time

Consequences

- Actions to guide behaviour
- Thinking Time (EYFS)
- Pay back learning time in social time
- Constructive conversations
- Communication with parents
- SLT support starting with Phase Leader

We believe in positive reinforcement of good behaviour. Above is a list of how we will recognise and reward good behaviour. Children's names WILL NOT be written on boards, faces, ladders of any kind as this is not in keeping with "The Broadstone Way".

All consequences will be appropriate to the rule that has not been followed and individual to the stage and age of the child. All consequences should guide children to improve future behaviour and support the child to make the right choices.

Family Time will replace Golden Time and its aim is to promote the idea of children being part of the Broadstone family and the Class family. It's an extra time where children have the opportunity to socialise as a class and enjoy rewards and experiences together and strengthen existing friendships and foster new ones. Quality social time is essential post COVID.

Definitions

Our approach to inappropriate behaviour is explained above in our behaviour blueprint.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules. (Ready, Respect and Safe)
- Any form of bullying.
- Sexual harassment, meaning unwanted conduct of a sexual nature.
- Vandalism.
- Theft.
- Fighting/Violence.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited item.

Roles and Responsibilities

The governing board

The governing board is responsible for reviewing and approving the school's approach to behaviour management and this policy. The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing the school's approach to behaviour management and this policy in conjunction with the governing board. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy and Blueprint consistently.
- Modelling positive behaviour.
- Challenging inappropriate behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents on CPOMS.

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the behaviour Blueprint.
- Attend any meetings as necessary to discuss their child's behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying Policy.

Sexual harassment

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care

- Report to the police

This is also covered in our Safeguarding Policy.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Physical restraint

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.**
- 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.
- Be recorded in school reported to governors on a termly basis and reported to parents.

Pupil support

The 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.

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 others, 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.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Recording and reporting

The school will ensure we follow all the current local and national guidelines when behaviour incidents including Physical restraint, Prejudice-based discrimination, bullying and any incident classed as a safeguarding matter.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided with training on managing behaviour as part of our yearly cycle of training. Team Teach and the correct use of restraint is updated inline with current Team Teach practice.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

The behaviour Blueprint will be reviewed and approved by the full governing board annually alongside this behaviour policy.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy