



# Policy for Positive Behaviour

## Broadhempston Primary School

Our core values are central to our school culture and ethos and link directly to our relationships with each other. They have a direct impact on behaviour management at Broadhempston. Used positively they can have a big impact on behaviour management.



*Happy, inspired, and respectful children at the heart of our community and all we do.*

We strive to develop a culture and ethos that will inspire positive behaviour in our school, underpinned by our values and mission statement. Through our behaviour policy we aim to help children develop the values and principles that will enable them to make a full and positive contribution to our wider community and society. Forgiveness and understanding are key features of our approach.

We believe a safe, respectful and caring environment is central to the operation of our school and its ethos in which children can learn and develop as caring and responsible citizens. We place great importance upon being polite and friendly; helpful and kind; on working hard; on looking after each other and our environment. Every child has the right to learn and no child should have their learning disrupted. We aim to ensure a harmonious school where the rights of individuals are promoted, including wellbeing, participation, relationships and self-esteem (UNICEF key areas of impact, Rights of the Child).

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To promote excellent behaviour, Broadhempston Primary School strives to:

- provide a safe, secure, encouraging and supportive atmosphere where every child is valued
- nurture children towards positive self-confidence and pride as learners, and to help each other to mature socially and emotionally
- encourage children to consciously reflect on their behaviour and empower them to understand that it is within their control to make good choices, including through restorative justice. (In a restorative approach, the inherent worth of each individual is recognised, and we seek to strengthen the essential ties that bind us to one another – in the classroom, school and the community. We encourage children to bravely engage in and learn from honest – and sometimes difficult – conversations.)
- secure an inclusive learning environment and support all individual children under the Equality Act 2010
- teach children to develop positive friendships, using appropriate strategies, including circle time, giving support to individuals and groups as necessary
- enable children to understand what it means to be a good citizen and to put this into practice at school and in the wider community
- develop in children an understanding of and respect for the religious, spiritual, moral, and cultural values and views of others, and to thoughtfully consider their own
- encourage children to appreciate our natural environment and understand the importance of conservation

The school community works to maintain:

- a tangible ethos by modelling the living out of our values at all times
- a safe and secure school environment conducive to effective and exciting teaching and learning;
- high expectation of all pupils in all areas of school life including behaviour;
- a fair, consistent, clear and positive approach to discipline from the school (all staff use stem sentences for dealing with any behavioural incident to ensure consistency and fairness at all times)
- positive and productive relationships with all involved in helping the child to behave well;
- a culture of respect between staff, pupils, parents, families, and the community as a whole;
- the freedom from physical and verbal abuse in and out of school;
- that opportunities and guidance is given so that children can become more responsible for their own behaviour e.g., circle time, peer mediation and a Thrive-style approach.

We encourage pupils to:

- encourage all children to live out our values in aspects of their life
- develop responsibility for their own behaviour and reflect on their impact on each other
- develop an understanding of the need for responsible behaviour
- develop respect and tolerance for others
- develop positive attitudes
- develop a co-operative and collaborative mind-set
- develop an effective range of strategies for dealing with problems independently, but seeking support where needed

## **SCHOOL CODE of CONDUCT**

A clear code of acceptable conduct is in operation throughout the school. At the start of each new academic year, each class creates together a class charter (or code of conduct) for class and playground,

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comprising 'rules' which are relevant to the children; are appropriate to the age and stage of development of the child; make behaviours and expectations explicit for fair, respectful and positive learning; promote school values. Rules will be written positively (do/be rather than don't).

## **REWARDS**

A consistent reward system for positive behaviour is in place throughout the school. Parents will be informed of our celebration of a child's positive behaviour through certificates and verbal communication, as appropriate.

Rewards are given

- for individual and/or group effort and achievement in learning and behaviour
- for a whole class effort and achievement in learning and behaviour
- for individual or group behaviour and conduct at play times (break and lunch)

Rewards may include

- verbal / non-verbal praise
- stickers
- thank you notes
- certificate for learning (achiever)
- certificate for living out our values (good citizenship)

Collective celebration

Celebration assembly occurs on a weekly basis, led by the Head/Senior Teacher to recognise the achievements of the children at an individual, group and class level. In this time, children are presented with certificates to reward high standards of behaviour, excellent citizenship, and positive attitudes to learning. Pupils may also share home achievements through this celebration assembly. We also award a courtesy cup each week in recognition of a children 'going over and above' in living out our values.

## **CONSEQUENCES**

Consequences will be applied where pupils do not reflect acceptable standards of positive behaviour. Parents will be informed in the early stages to prevent escalation, and work in partnership with the school to help address issues will be encouraged. We will respond in a way that reflects our policy and codes and recognises the needs of the individual. Any behaviour that may result in serious risk to the health and safety of any child or person will be dealt with swiftly.

Sanctions will be issued by members of staff when behaviour is unacceptable, either in school or off school premises, including where it:

- disrupts teaching
- disrupts or stops learning from taking place
- is disrespectful or impolite
- affects the health, safety, and well-being of others

Sanctions reflect the seriousness of the misdemeanour and take into account the pupil's age and individual needs, including:

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Ø non-verbal warning

Ø verbal warning

Ø reflection time within class or in a 'buddy' class

Ø withdrawal from an activity

Ø discussion with the Academy Head

Ø incidents recorded in a behaviour record

Ø loss of time at break or lunch to reflect on behaviour or finish work

Ø Parents informed

Our support for a child experiencing prolonged or significant difficulties in managing behaviour may be given through:

behaviour charts or logs

- Academy Head involvement
- parental involvement
- individual action plans for children with emotional and behavioural issues
- outside agency involvement, e.g. Early Help, IHH courses, Play therapy...

On rare occasions, it may be necessary to use positive handling strategies to prevent a child hurting themselves, others, or damaging property. Please refer to the Link Academy Trust Positive Handling Policy. Only in extreme cases, it may be necessary to consider a programme of exclusion in line with local authority guidelines.

The school holds that it is essential that all sanctions are fair, consistent, and immediate. All sanctions are consistent with our positive approach to behaviour and intrinsically linked to our school ethos and values.

## **ANTI-BULLYING POLICY**

### **Rationale:**

This policy should be read as part of the school policy on Positive behaviour management at Broadhempston. It provides guidance for staff to ensure that the school has a consistent & acceptable approach that supports the bullied & the "bullier".

A definition of bullying: Bullying is repetitive behaviour designed to hurt or undermine someone else. This can be physical, emotional, or mental and can take place face to face or online. It is persistent. It is an action that involves a real or perceived power imbalance.

The following steps may be taken when dealing with incidents. However, all cases need to be judged on their individual merits:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded in our behaviour log and the head of school will be informed.

- The head will 'interview' all concerned in order to reach an agreed version of events and will record the incident
- All staff will be kept informed so that they are aware of the incident & alerted to further occurrences
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- Counselling & the development of social skills & empathy will also be used with all parties as required (Thrive and BST, nurture groups, anger management courses, IAH courses will be used to support such children)

#### Pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or carers to help change the attitude of the pupil

The following disciplinary steps can be taken:

- official warnings to cease offending
- lunchtime detentions
- withdrawal from class for a fixed period
- minor fixed-term exclusion
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- it is hoped that we will not have to consider permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, Anti-bullying week, Safer Internet week and other subject areas, as appropriate, in an attempt to highlight that it is wrong & unacceptable.

#### **Monitoring, evaluation, and review**

The school will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Jill Ryder & Broadhempston Team

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