

BROOMHILL FIRST SCHOOL

BEHAVIOUR POLICY

Rationale

At Broomhill First School, we believe it is vitally important that everyone is safe and happy within our school community. We aim to provide an environment in which our children are secure and confident.

We believe that high expectations of behaviour are essential to attain the best standards of achievement and enjoyment of school life by all.

Commitment to Equal Opportunities

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion or disability. The effectiveness of our policy is monitored and any issues dealt with immediately.

Through the success of our Behaviour Policy we aim to:

- Create a calm, purposeful, safe and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Work in partnership with parents in dealing with any behavioural issues.
- Encourage respect for individuals.
- Lead by example in the way that we treat each other and the children in our care.

In order to achieve these aims:

All staff should:

- Use appropriate rewards and sanctions.

- Make children aware of high expectations of behaviour in all situations. (This includes rules/procedures which must be followed in relation to Covid-19).
- Use adherence to rules as a measure of good behaviour.
- Agree class rules at the beginning of each school year, display them in the classroom and refer to them as appropriate.
- Deal with problems calmly.
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs.
- Focus on good behaviour and positive reinforcement to raise self-esteem, giving praise for good behaviour and achievements.
- Avoid over use of names noting negative behaviours - speak quietly to the individual.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- Ensure high quality teaching and learning, that motivates children, where each child has work appropriate to his/her level of ability and is provided with any necessary support.
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues.
- Work in partnership with parents in dealing with any behavioural issue.
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Work closely with senior leaders and outside agencies, implementing advice and strategies in dealing with a child with social, emotional or mental health difficulties.

Pupils should:

- Follow the rules. (This includes rules/procedures which must be followed in relation to Covid-19).
- Co-operate readily with all school staff.

Parents should:

- Support the school's behaviour policy.
- Help the children understand rules and the need for them in an ordered society.

- Help the children understand rules and procedures which must be followed in relation to Covid-19, including the need for them to help keep children, staff and families safe.
- Work in partnership with the school to promote high standards of behaviour at all times.

Rewards for Appropriate Behaviour

The majority of our children behave well and are a credit to themselves, their parents and the school. We believe in rewarding them for following rules, using a variety of strategies, for example:

- Verbal praise
- Body language (smile, thumbs-up, nod)
- Stickers
- Star of the day
- Certificates
- Whole class awards eg: cube in the jar, extra playtime
- Extra responsibilities
- Celebration assemblies
- Reporting to parents

Sanctions for Inappropriate Behaviour

Sanctions include:

- Disapproving look, thumbs down
- Verbal reminder of expectations
- Move to a different work space
- Separation from the group or the rest of the class
- Completing unfinished work at playtime
- Time out
- Headteacher involvement
- Parent involvement
- Exclusion

Supporting Behaviour Management and Inclusion

Children are individuals and have individual needs. This is equally true with relation to the behaviour and discipline within the school. Whilst all pupils

are expected to adhere to school rules, some pupils may need additional support to achieve the level of behaviour that is expected.

The school will:

- Identify pupils who are experiencing difficulty with behaviour
- Strive to identify any underlying causes and take appropriate action
- Encourage children to be responsible for their actions and to play a part in setting themselves targets for improving their behaviour.
- Provide a named person to whom the child can go for help and support
- Ensure all staff are aware of any issues and how to apply the school's policy appropriately
- Provide individual or small group sessions to work on specific behaviour problems with the ELSA- Emotional Literacy Support Assistant
- Work in partnership with parents
- Follow the SEND policy
- Seek advice and guidance from other agencies as appropriate, eg Local Inclusion Support Team, Children and Young People's Service, School Nurse, Health Visitor.

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