

Broomhill Primary School



Behaviour Policy

Approved by:	Mr. Craig Priday	Date: 4 th September 2025
Last reviewed on:	4 th September 2025	
Next review due by:	4 th September 2026	

Ethos and Aims

At Broomhill Primary School, we believe that all children and staff have the right to work in a safe, calm and supportive environment. This policy aims to ensure that behaviour is conducive to a successful learning environment and children are supported to make the right choices through a nurturing and restorative approach. We want to educate our children about how

to behave in a respectful manner, which they will then carry forward to have a positive impact in their community and wider society.

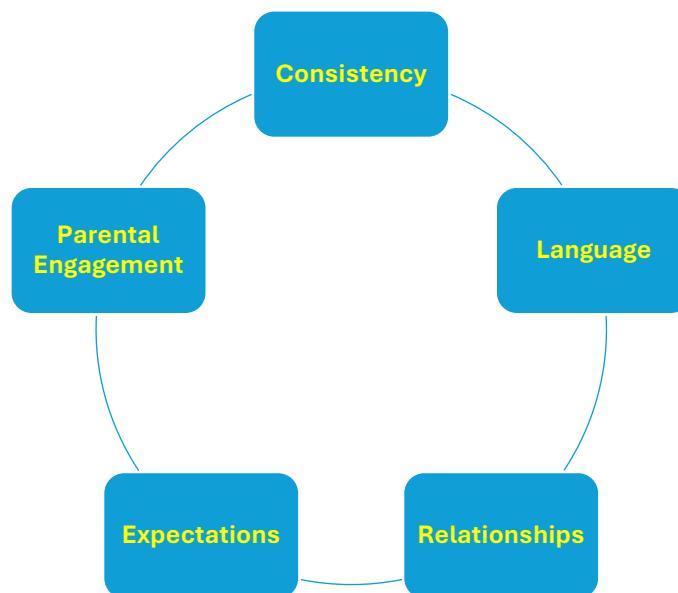
Our School Values

At Broomhill Primary School, our values embody who we are and what we strive to achieve in all aspects of school life. These values are the core focus of our behaviour policy, and all children are familiar with how they impact their behaviour:

- 1) Positivity
- 2) Respect
- 3) Kindness
- 4) Resilience

Behaviour Wheel

There are certain elements that we can embed into every school day to ensure that our children have the best chances to succeed with their behaviour.



Consistency

At Broomhill Primary School, our staff work together to ensure that our approach to behaviour is consistent across classes and in transition areas, including the corridors, toilets, lunch hall and outdoors. To ensure that we achieve a high level of consistency, we follow certain routines:

- All children must be led by an adult, quietly in a line, around school.
- Children will line up in register order when going to assembly etc.
- Children will only be allowed to go to the toilets one at a time
- The rewards and consequences systems listed below will be followed in every class

Language

Every child deserves to be always spoken to in a respectful manner. Adults will never shout at a child, but may change their tone to indicate differing levels of severity. Children should never be spoken to in a sarcastic, belittling or humiliating manner.

Relationships

Every adult in school will work to build positive, meaningful relationships with the children in their care. This begins with greeting every child warmly at the start of the day and taking time to speak to children who need extra attention as required.

Expectations

Children do not always understand what good behaviour choices look like. Adults in school must work to guide them about what the expectations are around school. For example:

- Using manners appropriately
- Being kind to each other
- Not touching other children
- Caring for school property
- Doing as an adult asks
- Listen to others when they are speaking
- Greet adults appropriately when passing

Staff should have high expectations of all children in these areas and beyond. It is important to use waiting time to ensure that all children are following expectations. *E.g. only continue once all children have stopped talking, take the line back to class if they haven't walked through school quietly.*

Parental Engagement

It is essential to build positive working relationships with parents and maintain a continuous dialogue about behaviour, where required. This will include speaking to parents at the end of the day when there have been behaviour concerns or similarly, when behaviour has improved.

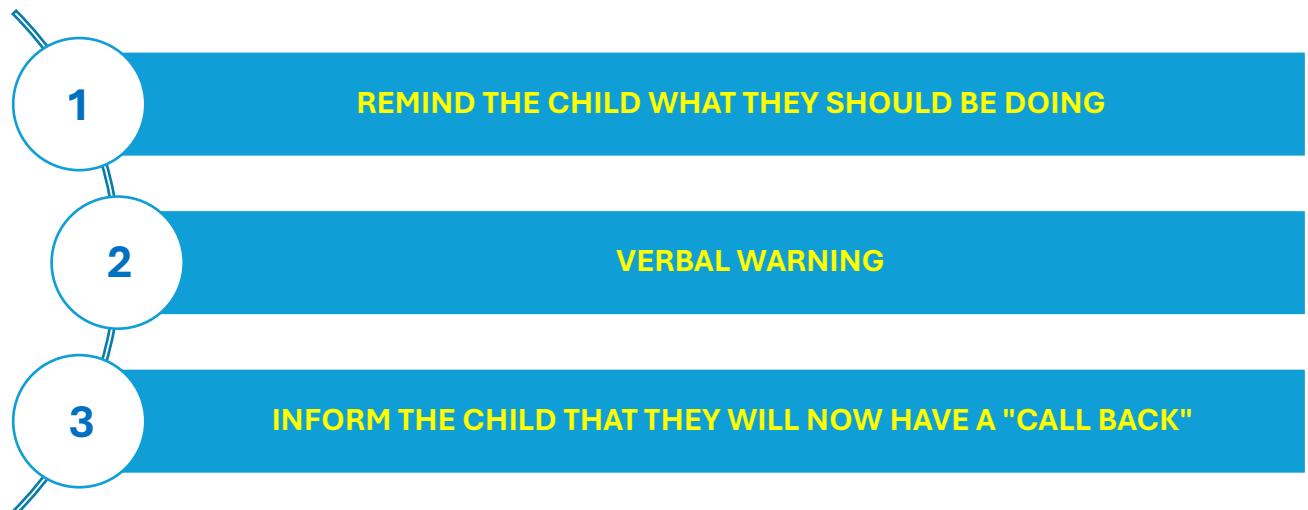
Rewards

We recognise that positive behaviour must be reaffirmed and celebrated at all possible opportunities. We have various strategies to ensure that we focus on these positive behaviours, such as:

- **Positive praise** for a child making the right choice. “*Thank you, Ella, for sitting so smartly on the carpet*”. “*Well done, Jacob. You have such lovely manners.*” “*Sana, it is great to see you being so kind and helping your friend to tidy up.*”
- **Stickers** awarded for positive behaviour choices. Including Deputy Headteacher and Headteacher Awards.
- Every class will have their own **personalised reward system** to celebrate positive behaviour in class. E.g. Marbles in a jar, raffle tickets, table points etc.
- **Recognition Board:** every classroom will have a weekly recognition board. A child’s name can be written on the board each day, if they are spotted making a positive behaviour choice. In the weekly celebration assembly, every Friday, certificates will be awarded to any children in school who have been on the recognition board every day for a full week.
- **Positivity Postcard** – any children who have gone above and beyond with their behaviour or who have made significant changes in their behaviour may receive a positivity postcard, sent out to their home address, to celebrate their choices. This should be a surprise when received at home, to be celebrated with family.

Consequences

If a child makes a negative choice, we follow a consistent approach in every class:



Example:

During an English lesson, a child (Joseph) is distracting others on his table. He is having off-topic conversations and has not completed any work yet.

1) REMIND THE CHILD WHAT THEY SHOULD BE DOING

Approach Joseph calmly and crouch to his level. Speaking to him 1:1 in a quiet voice:

“Joseph, you should have done at least the first paragraph by now. Get on with your work quietly now, thank you”.

Joseph continues to chat to the boy next to him, whispering in his ear and giggling. He has started his first sentence, but it is messy and not to his usual standard.

2) VERBAL WARNING

Speak to Joseph in a more serious tone this time, to ensure he understands that he is making the wrong choices.

“Joseph, this is your warning, you are making the wrong choice by talking and distracting others. You need to complete your English work without talking and distracting others around you. If it is not completed, you will have a call back at break time.”

Joseph decides to flick his eraser at a girl on another table. He refuses to apologise or retrieve it. He puts his head on the table.

3) INFORM THE CHILD THAT THEY WILL NOW HAVE A “CALL BACK”.

“Joseph, you will have a call back at break time. We will talk about the choices you have been making.”

Joseph can be moved to a quiet space within or outside of the classroom at this point. Joseph will stay behind at break time and the teacher will lead a restorative conversation with him.

What happened during English?

What were you feeling at this point?

How are you feeling now?

Why was this the wrong choice to make?

Who was affected by your choices?

What do you need to do to fix this?

What do you need to do differently in future?

Ultimately, Joseph should receive a consequence that matches his behaviour choice.

For example, in this instance, Joseph should stay behind until he has completed the work

More Challenging Behaviour

At times, the choices children make are more extreme and will require further, more serious consequences. We have a zero-tolerance approach to certain behaviours - these choices may include:

- Bullying
- Physical Altercations
- Swearing
- Abusive or Offensive Language
- Racism
- Sexualised Behaviour
- Repeated low level behaviour

When these behaviours occur, the child should be sent to a member of SLT immediately. SLT will speak to the child involved and decide the consequences required. Parents will be informed in ALL these scenarios.

Recording

Behaviour incidents should be recorded on CPOMS on the day that they occur by the adult who was mainly involved in the incident. This includes any call backs and actions taken. Reports should be recorded under the 'behaviour' category and written in a factual report style, avoiding any opinionated language. SLT will monitor and analyse any behaviour incidents reported on CPOMS and act where there are repeated concerns.

Monitoring and Review

Please also refer to the following policies for further information on behaviour:

- Anti-bullying Policy
- E-safety Policy
- Safeguarding Policy
- SEND Policy

This policy will be reviewed annually.