



“Be Ready, Be Respectful, Be Safe”

At Broadbottom CE (VC) Primary School, we are committed to creating a respectful, safe environment, where everyone is ready for and has a positive attitude towards learning.

Behaviour Policy Principles

As members of a Church of England community, we aim to follow our mission and vision statements to maximise full academic, social, emotional and physical potentials. We aim to develop life skills, tolerance, and resilience, in a school environment that cherishes individuality and positively encourages pupils to shine.

“Let your light shine,” Matthew 5:16

Broadbottom CE (VC) Primary School is proud to have an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

As a church school we encourage our pupils to be courageous advocates, with a strong moral compass. Christianity is at the heart of everything we do, the environment teaches pupils to behave with compassion and to care for each other as one family.

Broadbottom CE(VC) Primary School, expects high standards of behaviour from all adults. Staff have been trained to adopt consistent approaches in managing and modifying behaviour and are equipped to approach situations calmly. Pupils are respected, regardless of their behaviour, staff do not allow themselves to become compromised by challenging situations.

We aim to:

- Provide a safe, comfortable, and caring environment where excellent learning can take place
- Provide clear guidance for pupils, staff, and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments



Purpose of the Behaviour Policy

To provide simple, practical procedures for staff and pupils that:

- Endorses the belief, that as pupils develop and learn, they may make 'bad choices' and this does not make them bad
- Encourages pupils to recognise that they can and should make 'good' choices
- Takes account of individual behavioural norms for some pupils and to respond appropriately
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive intervention

All staff will:

- Take time to welcome pupils at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on pupils who are failing to meet expectations
- Always redirect pupils by referring to **'Be Ready, Be Respectful and Be Safe'**

The head teacher and senior leadership team will:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use CPOMS to track, target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently capture pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Build mutual respect
- Remain calm, take control, and focus on de-escalation as the priority
- Demonstrate unconditional care and compassion

Pupils want teachers to:

- Give them a 'fresh start' every lesson
- Keep calm
- Help them learn and feel confident about themselves
- Be fair and just with everyone
- Understand them
- Have a sense of humour

We acknowledge that a clear structure of outcomes has the best impact on behaviour. Our principle sets out the rules, routines, and visible consistencies that pupils and staff follow. This is based on the work of Paul Dix and his book 'When the adults change, everything changes'.



This approach sincerely recognises positive behaviour rather than just rewarding it. Pupils are praised publicly and reminded in private.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.” Paul Dix, Pivotal Education

At Broadbottom CE (VC) Primary School we have 3 simple rules:

‘Be Ready, Be Respectful and Be Safe,’

They can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some pupils, following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> 1. Be Ready 2. Be Respectful 3. Be Safe 	<ol style="list-style-type: none"> 1. Daily meet and greet 2. Persistently capture pupils doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground at the end of every day 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language 	<ol style="list-style-type: none"> 1. Name on Recognition Board 2. Certificates 3. Stickers 4. Dojo/Phone call/text home 5. Verbal praise 6. Notes/Postcards home 7. SLT praise 8. Class Rewards 9. Show work to another adult 10. Recommendation to HT 11. Star of the Week award



STEPPED BOUNDARIES - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour) You need to..... (Go to another table / Go to sit with another class / Go to a quiet area) Playground: You need to (Stand by other staff member/ me / Sit on a bench/ stand by the wall etc) I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to other adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<p>5. What happened? (Neutral, dispassionate language.) 6. What were you feeling at the time? 7. What have you felt since? 8. How did this make people feel? 9. Who has been affected? What should we do to put things right? How can we do things differently?</p>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	



Sanctions

Sanctions should:

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult strategies to develop excellent behaviour

IDENTIFY the behaviour we expect
Explicitly **TEACH** behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language around behaviour

At Broadbottom CE (VC) Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave.

Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should always remain professional and calm. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.



BEHAVIOUR PATHWAY

1. Reminder
2. Warning
3. Time Out
4. Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:

Sent to SLT/DHT/HT
Parents phoned
Parents called to school
Seclusion
Exclusion

When does poor behaviour become bullying?

Often there is confusion around poor behaviour choices and bullying. Sometimes young children can have numerous fall outs and it would not necessarily be seen as bullying rather developmental, emotional, or other factors.

However, if staff notice that there are instances involving the same children, then bullying should be considered. In line with our anti-bullying policy, staff should start looking closely, if there have been three instances within a half term period involving the same children. Staff should then follow guidance as set out in our anti-bullying policy.

Extreme Behaviours

Some children exhibit behaviours based on additional needs, early childhood experiences and family circumstances. As a school, we recognise that their behaviour can be a way of communicating their emotions. We also understand that for many children, they need to feel a level of safety before they exhibit extreme behaviours.

These children will have bespoke 'De-escalation Plan' that can be found in Appendix A

In most cases, we will adopt a non-contact, de-escalation approach. When dealing with an episode of extreme behaviour, reasonable force (in accordance with self-defence law) may need to be used to protect the pupil, their peers, and staff.

This will only be used as a last resort and by trained staff only. Following an incident of this nature a Physical Intervention & Use of Reasonable Force form will be completed and uploaded to CPOMS
Appendix B - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE

Trained staff in De-escalation and Self Defence Law

Mrs Marrow : Head Teacher

Miss Hawkins: Assistant Head Teacher/KS2 Lead



Mrs Heydon: Business Manager

Mrs Dawson: KS1/EYFS Lead

Exclusions

Exclusions will only occur following extreme incidents and are at the discretion of the HT.

A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Broadbottom CE (VC) Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with the law and should call for support if needed. All staff should report incidents directly to the Headteacher or Assistant Head and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
 - The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
 - The risk to staff and other children is too high
 - The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.



Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when pupils are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- posing a threat to another pupil or member of the public
- adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us.

Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public.
- Reassurance to members of the public about school care and control over pupils to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises, which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future



Parental Involvement

We understand the important role parents play in their child's development and we are keen to have positive partnerships, as they are crucial in promoting and maintaining high standards of behaviour. When a child enters the Foundation Stage, we establish effective relationships with parents through a variety of means including informal meetings, drop-ins, start and end of the day chats with parents and more formal parent meeting. As children move through the school, we expect this level of partnership to continue to develop. Parents are encouraged to communicate with staff if they have any concerns. Parents must work with school to ensuring their children behave well and follow the rules. We expect parents to ensure that their children have good attendance, are punctual at the start of the school day, demonstrate a good attitude to learning, treat all adult and children with respect, complete homework tasks and behave well in school. Parents/carers must discourage their child from hitting back or copying bad behaviour or using bad language. Parental behaviour at home is crucial in this respect as you are the first positive role model for your child. Parents should not talk in a derogatory way about other children or members of staff in front of their children. Parents should not discuss issues related to their child with other parents or on social media platforms. Keeping any concerns managed in a professional way will maintain positive relationships between home and school.

Where behaviour is causing concern

Parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought and a plan of what we do next agreed. If parents have a concern these should initially be expressed to their child's class teacher. Early warning of concerns will be communicated to the Head Teacher or SENDCO by the class teacher, so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Most incidents and issues relating to behavioural problems are dealt with effectively by school and only a relatively small number of children will need to progress beyond the normal rewards and sanctions system. Children with emotional, social and behaviour difficulties will have an Individual Behaviour programme put in place. These children will be supported in school and where appropriate through our effective links with other agencies e.g. Behaviour for Learning and Inclusion Service.

The role of parents cannot be underestimated, and we ask for parental support in this respect.

Equal Opportunities

- This policy conforms with the 2010 Equality Act to take account of all vulnerable groups referred to within the act.

Application

This Behaviour Policy is for all our school community. If it is to be effective, everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.



Appendix A – Broadbottom CE(VC) Primary school
De-Escalation Plan



“Let your light shine,”..... Matthew 5:16

Name:

Setting: Broadbottom CE(VC) Primary School

Trigger Behaviours: (Describe common behaviours/situations which are known to lead to de-escalation being required/ When is such behaviour likely to occur?)

Behaviour: (Describe what the behaviour might look/sounds like?)

De-escalation Strategies to be used: (Describe strategies that should be employed)

Verbal advice and support		Distraction (Known Key words, objects, etc	
Reassurance		Take Up Time	
Choices/Limits		Cool Off offered	
Humour		Withdrawal to safe place/quiet area	
Planned Ignoring		Peers removed to safe place	
Negotiation		Others?	

Broadbottom CE (VC) Primary School
Behaviour Policy



Praise Points/Strengths: (Areas that can be developed and built upon) please state at least 3 super powers)

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Debriefing process following incident: (What is the care to be provided)

Recording and notifications required:

- Incident report to be completed on CPOMS
- Parents to be informed

Please print:

Please sign:

Head Teacher: _____

Class teacher: _____

Parents/Guardians: _____

Date: _____

Review Date: _____



Non contact de-escalation

self defence laws to protect the individual, reasonable force

Each class to make a

- Be Ready, Be Respectful, Be safe display board
- Show above tables
- Put on pupils names during the day
- poster

DRAFT