




# Behaviour Policy


## January 2017

### Policy Review

This policy was adopted and agreed by the Governing Body on 19<sup>th</sup> January 2017 and will be reviewed in full by the Governing Body every 2 years.

It is due for review in the Spring term 2019 (up to 2 years from the above date).

Signature  Headteacher Date: 19<sup>th</sup> January 2017

Signature  Chair of Governors Date: 19<sup>th</sup> January 2017

### Revision

### Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	January 2017	SF	FGB	
2				
3				

***All the governors and staff of Broadlea Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.***

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At Broadlea School we believe that a consistent caring code of behaviour and discipline ensures an environment in which the school community can develop and be successful. Our positive approach rewards effort, courtesy and achievement. Unacceptable behaviour is dealt with fairly, firmly and consistently.

### Our Aims

- To encourage a calm, happy and harmonious atmosphere within the school, where children feel secure.
- To foster positive caring attitudes where there is co-operation and mutual respect between all members and achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

### Principles

At Broadlea we have six Golden Rules (Jenny Mosley, Golden Rules. See appendix 1) which are underpinned by our Broadlea Values (See appendix 2) and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

At Broadlea, every individual is valued for who they are and what they contribute to the school. Our values are intended to support the personal, social and spiritual development of every pupil throughout the school. All members of the school are involved in promoting values and recognising where others are 'living the values'. The values have been selected by parents, governor, pupils and staff as values which are important within the school community and which will be important throughout life.

We think it very important that our pupils develop a strong set of values and principles, and that they question and understand what it means to grow up in British society. Through a rich curriculum, we invite pupils to reflect upon their role in a diverse, multicultural and multi faith society.

### Pupil Responsibilities

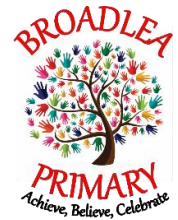
All pupils are expected to follow our **Golden Rules** and the linked **Dining Hall Golden Rules** and **Playground Golden Rules** (Jenny Mosley. See appendix 3 and appendix 4):

- We are gentle – we don't hurt others, physically or through our words and actions.
- We are kind and helpful – we give to others no matter who they are.

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- We listen – we obey the instructions of the school staff and we treat others with respect.
- We are honest – we tell the truth, we admit our actions and we do not blame others.
- We work hard – we work to the best of our abilities, and allow others to do the same.
- We look after property – we take care of property and the environment in and out of school.

### Staff Responsibilities

The attitude of all staff towards the implementation of this positive policy is of vital importance, for it is the adults within a school who raise children's self-esteem, help them to develop their full potential and determine the environment in which good relationships can develop.

The class teacher is the key person responsible for the morale, welfare and discipline of their class. This policy is designed to support the class teacher in dealing with difficulties, and we expect most problems to be overcome at this level.

All staff should treat all children fairly and with respect, whilst recognising that each is an individual and being aware of their needs.

All staff should consider themselves at all times responsible for the pupils within sight or sound of them. Behaviour is a corporate responsibility. To ignore bad behaviour is to condone it. All staff are expected to investigate incidents as best they can and/or refer them to another member of staff.

The highest expectations in everything, including behaviour, is at the heart of our school. These high expectations are given a constant high profile in every aspect of school life and are communicated explicitly, for example in Celebration Assembly and in our Personal, Social and Health Education curriculum.

We understand the importance of a stimulating and engaging curriculum, well-matched for all children. We understand the significance of the environment on behaviour and pay close attention to maintaining a pleasant, safe and well-organised site which is conducive to good behaviour.

We understand the importance of meeting children's basic needs, in order for them to engage successfully with learning. We set out to do this in the classroom, and through specific support and intervention work where required. This may include nurture work and family support through our FLO (Family Liaison Officer) and/or ELSA (Emotional Literacy Support Assistant).

We are committed to a positive partnership with parents and carers, which we recognise as essential to the success of this policy. We advise parents at an early stage if difficulties occur and ask parents/carers to report concerns of their own promptly to the class teacher. This

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behaviour policy is communicated to parents/carers, and we welcome their comments. Our Family Liaison Officer is available to support families with parenting and behaviour strategies.

We recognise the importance of acknowledging the causes of poor behaviour, especially where these are linked to special educational needs and/or emotional difficulties. In these cases, strong home/school links and partnership with other agencies are vital. Our aim is to ensure that pupils in difficulty are enabled to control their behaviour through appropriate support and education. However, where the health and safety of pupils and/or staff is compromised, or wider school discipline undermined, these pupils are not considered exempt from exclusion due to their special needs or emotional difficulties.

## Rewards

The promotion of positive attitudes and behaviour in all aspects of school is strongly underpinned by a system of rewards. Positive encouragement and praise is used in the classroom by teachers and teaching assistants in lessons, at break times and around the school. We reward good behaviour, effort and achievement in the following ways:

### 1. Celebrating Achievement and Positive Behaviour

- Positive comments in pupils' books recognising where pupils achieve well.
- Two Celebration Assemblies are held every Friday – one for Reception and Key Stage 1 and one for Key Stage 2. Pupils that have worked hard, shown caring or thoughtful behaviour or produced good work are commended by their teachers. Two children from each class, each week, will be chosen for a Gold Award. Children receive their awards in our Celebration Assembly and their parents are invited to attend these occasions. Names will be shared in our newsletters, which will also be published on our website.
- Staff members can nominate children whose work or values led behaviours are exemplary to visit the Headteacher or another member of the Senior Leadership Team so that they can receive the additional praise they deserve. A sticker is awarded to the child in recognition of their efforts and praise postcards are posted home to share exceptional good news.
- Spread throughout the year, all classes have an opportunity to lead a special class assembly where children will share their learning and showcase examples of their best work. Every child in the class will play a part in the assembly and parents, grandparents, aunts and uncles from the class will be invited to watch.
- The school strives at all times to encourage good attendance. Classes with excellent attendance (96% or above) for the previous week are rewarded with a bonus certificate in Celebration Assembly. The class in assembly with the highest attendance also receives an additional bonus. The bonuses can be swapped by the children for their chosen rewards at the end of each term.
- An Awards Assembly is held at the end of the school year to recognise children in each year group that have made outstanding progress or a significant contribution to school life.

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- Direct contact with parents to share positive praise including face-to-face conversations and positive phone calls home from the class teacher.

#### **2. House Points**

The school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners through the House Point system. Our houses, voted for by the children, are named after Isle of Wight landmarks: Bembridge (Bembridge Windmill – Green), Osborne (Osborne House – Yellow), Carisbrooke (Carisbrooke Castle – Red) and Tennyson (Tennyson Monument – Blue).

A House Point can be awarded by any staff member to any child at any time. When awarding the House Point, the member of staff will reinforce the good behaviour e.g. ‘You can have a House Point for waiting so patiently’. A House Point can also be awarded at the end of a piece of work where the child has shown that they have worked to the best of their ability.

House Points may be awarded for any positive action, deed or attitude which is deemed worthy of an additional acknowledgement such as:

- representing the school
- showing exemplar behaviour well at playtime/lunchtime
- completing homework to a high quality and handing it in on time
- perseverance
- good teamwork
- displaying good manners
- showing thoughtful and considerate behaviour towards others

The reward of House Points will be administered in a way that is most appropriate to the age of the child. In Reception and Key Stage 1, House Points are awarded through the ClassDojo communication app to give positive feedback in an audio-visual way and reinforce the House Point system.

Each week, in our Friday Celebration Assemblies, we will award the Key Stage 1 and Key Stage 2 House Cups to the house that has accumulated the most points.

#### **3. Broadlea Values Champions**

- Staff, both teaching and non-teaching, award pupils for being a particularly great advocate for one of the school values, such as an act of Perseverance, Tolerance, or Unity. The award does not have to be for the value for the current month.
- Rewards are given in the form of a ‘Values Reward Slip’, which is shared publicly with the class. The slip describes the act, the value it represents and how the pupil displayed the value. This reinforces students' practical understanding of the value.
- Pupils also receive a sticker showing that they have demonstrated that they are a ‘Broadlea Values Champion’. Stickers are used to share children’s achievements with home, other pupils and other members of staff.

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- All slips are folded, stored in the class values box and brought to Celebration Assembly each week where there are tipped into a prize tub. A number of children from each year group are randomly picked to receive a prize. Each term, all slips will be entered into a raffle for a larger prize. The more slips a child receives, the greater their chance of receiving a prize.

### Intervention strategies

Broadlea Primary School employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

In the main, behavioural issues are dealt with where they occur, whether in the classroom, the playground, elsewhere around the school or on visits. Teachers and other adults speak to children positively and will always ask them to reflect on the impact of their behaviour on others. We will remind children that actions have consequences and we will outline these so that they know what will happen if rules continue to be disregarded. In the vast majority of cases, this is quite sufficient.

We use a staged system of intervention strategies and sanctions as quickly as possible to avoid any incident having the time to escalate. This system focuses on the right for all children to be able to learn and feel safe. It is designed to support an individual child in modifying their inappropriate behaviour rather than seeking to punish them. The policy is centred on aiding the child to make the right choices about their behaviour. When sanctions are applied, children should be helped to understand why what they have done is not acceptable. At all times, staff will criticise the behaviour and not the child. The staged process is based on a yellow and red card system and is used in every classroom. Children start each day on green and stay there if they show good behaviour.

### Non-negotiables for behaviour

The following are actions which warrant a child to be moved directly to Red Alert:

- Deliberate physical injury
- Deliberate behaviour intended to, or likely to, cause physical injury
- Deliberate damage of other people's property
- Deliberate damage of the school building or school property
- Bullying of any type
- Verbal abuse including homophobic/racist language
- Disrespecting adults or children using inappropriate language, tone of voice or body language
- Leaving the classroom without permission

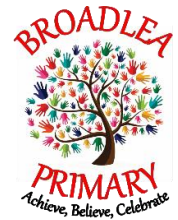
### Strategies to support and reinforce outstanding behaviour

- Display the Golden Rules and Broadlea values clearly in every classroom and in shared areas.
- Display the Playground Golden Rules and Dining Hall Golden Rules in the appropriate areas.

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- Develop an understanding of the Broadlea Values in the context of the school and the wider community through PSHE time, assemblies, circle time and through the value being promoted by all staff in every aspect of school life.
- Assembly themes will be predominantly values based with religious festivals observed and a balance of different religions promoted in teaching our values. Use 'Thinking Time' and 'Silent Reflection' to encourage children to reflect upon values during assemblies and in classrooms.
- Promote the Broadlea Values to parents through our school communication, such as our newsletter with each month's value highlighted and explained, and to our community through the school website.
- Refer to the Golden Rules and Broadlea Values and look for things to praise. This will develop the child's repertoire of acceptable behaviour.
- Listen and understand to avoid the pressure of jumping to wrong conclusions. This does not mean that the child is always right either but that increased opportunities for understanding each other are valuable.
- Reinforce appropriate behaviours in another child rather than drawing attention to negative behaviours, e.g. rather than saying "Don't throw the sand", try saying "look at how carefully Adam and Poppy are filling their buckets with sand".
- Deal with confrontation quietly and with respect. If it is necessary to enforce rules with a child, do it quietly without the child being shown up; there is then no need for the child to confront the adult to save face with friends.
- Relate the Golden Rules and Broadlea Values when rewarding behaviour and issuing sanctions.
- Where possible, we discuss behavioural issues that involve more than one child as a group. This helps the child to think about the effect they may have on other children and to resolve the issue. This restorative justice approach encourages responsibility for actions and develops emotional literacy, empathy and thinking skills.

## Sanctions

At Broadlea Primary School there is a whole school system of sanctions, with a clear hierarchy which will be displayed (appendix 5) and fairly implemented through the following steps:

### CLASSROOM BASED SANCTIONS STEPS 1-3 - KEY STAGE 1

#### STEP 1

##### Give a verbal warning

- This is where a member of staff deals with low-level disruption. If unacceptable behaviour occurs the adult should use a range of normal classroom management strategies such as polite requests, refocus and distract, recognising good behaviour.
- The member of staff will explain why the behaviour is unacceptable and what rule has been broken and suggest ways the child could modify their behaviour.

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#### STEP 2

##### Give a final verbal warning – loss of Dojo

- If the child continues to break the school rules and the first warning did not produce the desired outcome, a second verbal warning is given and the child loses a Dojo.
- The loss of a Dojo is issued silently but visually through the app, so as not to disrupt the flow of the lesson, to indicate to the child that their behaviour has not been modified. Reaction to the loss of a Dojo will move the child to STEP 3.

#### STEP 3

##### Visual warnings and consequences

###### Yellow Dragon

- If the child continues to break the school rules or behaviour escalates in spite of losing a Dojo, then the child's name is moved onto the yellow dragon.
- The consequence of the yellow dragon is a 2-minute loss of own time (playtime, lunchtime or Golden Time) to discuss the behaviour and the loss of a second Dojo.
- During loss of own time, the child is encouraged to think about the Golden Rules and the 4Ws (What did I do?; Why did I do it?; Which rule was broken?; What can I do to fix things?).
- The moving of a child's name onto the yellow dragon will be recorded by the Class Teacher on the weekly behaviour monitoring sheet.
- If behaviour improves, a fresh start is applied at the beginning of the next session.

###### Red Dragon

- If the child continues to break the school rules, disrupting their learning and the learning of others, then the child's name is moved onto the red dragon.
- The consequence of the red dragon is a 5-minute loss of own time (playtime, lunchtime or Golden Time) to discuss the behaviour and the loss of a further Dojo.
- During loss of own time, the child is encouraged to think about the Golden Rules and the 4Ws (What did I do?; Why did I do it?; Which rule was broken?; What can I do to fix things?).
- The moving of a child's name onto the red dragon will be recorded by the Class Teacher in the behaviour monitoring book kept next to the dragon display.
- If behaviour improves, a fresh start is applied at the beginning of the next session.

##### For regular offenders:

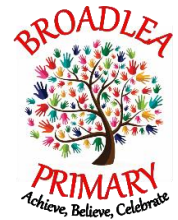
- Discussion with a member of the Senior Leadership Team or Extended Leadership Team.
- Support from ELSA.
- Discuss concerns with parents/carers.
- Monitor behaviour and set targets with parents through the use of a home-school book.
- If support from the ELSA is required, the child may be removed from the class to spend time sitting alone in order to reflect and calm down without causing a disturbance. The ELSA will support the child to consider the 4Ws, think about the rules they have broken and talk through what they could do differently next time.



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#### CLASSROOM BASED SANCTIONS STEPS 1-3 - KEY STAGE 2

##### STEP 1

###### Give a verbal warning

- This is where a member of staff deals with low-level disruption. If unacceptable behaviour occurs the adult should use a range of normal classroom management strategies such as polite requests, refocus and distract, recognising good behaviour.
- The member of staff will explain why the behaviour is unacceptable and what rule has been broken and suggest ways the child could modify their behaviour.

##### STEP 2

###### Give a final verbal warning - Yellow card

- If the child continues to break the school rules and the first warning did not produce the desired outcome, a second warning is given in the form of a yellow card.
- The yellow card is issued silently, so as not to disrupt the flow of the lesson, to indicate to the child that their behaviour has not been modified. Reaction to the yellow card will move the child to STEP 3.
- The consequence of the yellow card is a 5-minute loss of own time (playtime, lunchtime or Golden Time) to discuss the behaviour or finish work.
- The issuing of a yellow card will be recorded by the Class Teacher on the weekly behaviour monitoring sheet.
- If behaviour improves, a fresh start is applied at the beginning of the next session.

##### STEP 3

###### Time Out in class

- If the child continues to break the school rules or behaviour escalates in spite of a yellow card, then the child is told to go to 'Time Out'.
- 'Time Out' is a designated area inside the classroom where the Golden Rules and the 4Ws are displayed (What did I do?; Why did I do it?; Which rule was broken?; What can I do to fix things?). The child will be asked to spend time sitting alone in order to refocus on their work or reflect and calm down without causing a disturbance.
- The sanction of 'Time Out' will be recorded by the Class Teacher on the weekly behaviour monitoring sheet.
- Following 'Time Out', a 10 minute loss of own time is given. During this time the child should consider the 4Ws and complete the '4Ws Thinking Sheet' to encourage them to take responsibility, think about the rules they have broken and what they could do differently next time.
- If behaviour improves, a fresh start is applied at the beginning of the next session.

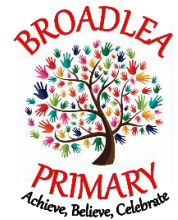
###### For regular offenders:

- Discussion with a member of the Senior Leadership Team or Extended Leadership Team.
- Support from ELSA.

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- Discuss concerns with parents/carers.
- Monitor behaviour and set targets with parents through the use of a home-school book.
- If support from the ELSA is required, the child may be removed from the class to spend time sitting alone in order to reflect and calm down without causing a disturbance. The ELSA will support the child to consider the 4Ws, think about the rules they have broken and talk through what they could do differently next time.

#### FORMAL SANCTIONS STEPS 4-7 - KEY STAGE 1&2

##### STEP 4

##### **Time Out in another class or in isolation - Red card**

- If the child continues to break the school rules, disrupting their learning and the learning of others, a red card will be issued and the child is escorted, by an adult, to a member of the Senior Leadership Team or Extended Leadership Team to work alone without causing disturbance.
- The issuing of a red card will be recorded by the Class Teacher on the weekly behaviour monitoring sheet.
- The Senior Leader will discuss the behaviour briefly with the adult and decide on the sanction. This may include time out in another class to refocus and complete any work missed or time in isolation with a Senior Leader to refocus on their work or reflect and calm down.
- This should be for no more than remainder of the session i.e. until breacktime, lunchtime or end of school.
- If behaviour improves, the child will return to class for the beginning of the next session. If not, or if the child refuses, move to STEP 5.
- The consequence of removal from the classroom will be a lunchtime detention in the 'Time Out Room' to repay lost learning time (for incidents in the afternoon, detention will be given on the next school day).
- During the detention, the child should consider the 4Ws and complete the '4Ws Thinking Sheet' (appendix 6) to encourage them to take responsibility, think about the rules they have broken and what they could do differently next time.
- The Senior Leader or the school ELSA will record the incident on SIMS.
- At the end of the school day, the teacher will talk to the child. During this time the child will be able to discuss the behaviour with their class teacher in order to move forward and discuss strategies to avoid the behaviours becoming persistent.
- The class teacher will speak to the parents at the end of the school day, either in person with the child or by telephone call.

##### **For regular offenders:**

- Referral to SENCO/ELSA/FLO for support if appropriate.
- Parents/carers may be asked to meet with the SENCO/ELSA/FLO and/or a member of the Senior Leadership Team.

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- Monitor behaviour and set targets with parents through the use of a home-school book or behaviour chart.
- Daily or weekly feedback to parents/carers may be considered.
- Consider alternative strategies and/or refer to multi agencies e.g. Behaviour Support or Educational Psychologist.

#### **STEP 5**

##### **Behaviour Plan**

- Parents/carers asked to meet with the SENCO/ELSA/FLO and/or a member of the Senior Leadership Team.
- Formal, clear and realistic targets for behaviour set in a 'Behaviour Plan' which the child must uphold in order to remain in school (maximum of three targets).
- Behaviour Plan to last a minimum of two weeks/a maximum of 6 weeks and reviewed weekly.
- Alternative strategies put in place and/or refer to multi agencies e.g. Behaviour Support or Educational Psychologist.
- Daily feedback to parents/carers.
- Clearly explain to both parent/carer and child that unless these targets are met, the child would be at risk of internal exclusion or fixed term exclusion.
- If behaviour improves, the Behaviour Plan will be removed.

#### **STEP 6**

##### **Fixed Period Exclusion (up to a maximum of 45 school days in a single academic year)**

- Parents/carers and Local Authority informed by letter.
- Chair of Governors notified.
- Parents/carers may make representations to the Governing Body. A Committee, comprising at least three governors, review the head teacher's exclusion decision in line with DfE statutory guidance for exclusion (appendix 7).
- Upon return to school, child stays on a Behaviour Plan for a minimum of two weeks.
- Return to the classroom with support if required.

#### **STEP 7**

##### **Permanent Exclusion**

- Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Parents/carers, Chair of Governors and Local Authority informed by letter.
- Governing Body Committee, comprising at least three governors, meet and consider all representations and reports (parents/carers and child may attend).

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- Governing Body Committee either re-instate or uphold exclusion.
- Parents/carers notified of right to appeal.
- If appeal is successful, re-instated child stays on a Behaviour Plan for the maximum 12 weeks.
- If appeal is unsuccessful, remove child from school roll.

#### **Serious incidents**

There are some types of behaviour that will need to by-pass the sanctions above and be reported straight away to the Headteacher. Serious incidents will be treated on an individual basis and the circumstances investigated. In exceptional circumstances, exclusion may be considered for a first or 'one off' offence. This sanction is only used in very serious circumstances and is carried out in accordance with the Isle of Wight Council Policy on Exclusion, ensuring that all procedures have been correctly adhered to.

#### **Sanctions at breaktime/lunchtime**

Staff use the same approach to behaviour management at playtime and lunchtimes. Staff use a variety of playground management techniques, they are aware of the mood of the playground and intervene in any play which looks as if it could escalate. Staff are vigilant and always alert to incidents.

- Step 1 - Children are verbally warned about behaviour.
- Step 2 - If the poor behaviour it continues pupils are asked to walk with the person on duty for a few minutes.
- Step 3 - If bad behaviour continues, pupils are taken to the ELSA or FLO in the 'Time Out' zone for the rest of the session or miss part of playtime the next day. A yellow card is issued and this is reported to the child's class teacher.
- Step 4 - If bad behaviour continues, a red card is issued. The child will be escorted to a member of the Extended Leadership Team for "Time Out". The incident is reported to the child's Class Teacher. The incident is recorded on SIMS by the ELSA.

There are some types of behaviour that will need to by-pass the sanctions above and be reported straight away to the Assistant Headteacher, Deputy Headteacher or Headteacher. Serious incidents will be treated on an individual basis and the circumstances investigated.

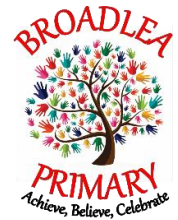
#### **Detentions**

In certain circumstances, it may be deemed appropriate to issue an after-school detention. Wherever possible detentions will take place on the same day as the incident so that the consequences are immediate. Parents/carers will be informed by phone call of the detention if it is to happen after school hours. There is no legal requirement for consent to be given by parents/carers. However, in the nature of working in partnership, staff will seek to gain their support for this sanction. If parents/carers do not agree to an after school detention, the class teacher/senior leader should agree a sanction that the parent/carer will impose at home.

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### **Use of force**

The judgement on whether to use force and what force to use depends on the circumstances of each case and – crucially in the case of pupils with Special Educational Needs or Disabilities – information about the individual child concerned. Staff will only intervene physically to restrain children to prevent injury to a child or if a child is in danger of hurting him/herself. The actions that we take are in line with the government guidelines on the restraint of children. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE guidance *Use of Reasonable Force – Advice for headteachers, staff and governing bodies (July 2013)*.

### **Bullying, racism, homophobia or harassment**

The school does not tolerate bullying of any kind. Incidences of this are rare and are usually dealt with quickly and effectively in the same way as other forms of inappropriate behaviour. The school's scheme for PSHE and the Broadlea Values reinforces the notion of religious, racial, LGBT and social tolerance. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Incidents are reported to the Headteacher and parents/carers are informed. A termly report on any racist incidents is submitted to the Local Authority. Inappropriate homophobic/racist language will always be addressed at a level appropriate for the circumstances in which it was used and the age of the child. Verbal abuse including homophobic/racist language is a non-negotiable which warrants the child moving directly to Red Alert.

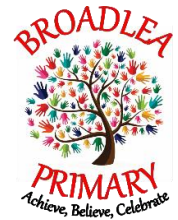
### **Parent/Carer Responsibilities**

- The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules on the school website and we expect parents/carers to support the school in the implementation of this policy.
- We expect parents to encourage independence and self-discipline.
- We expect parents/carers to show an interest in all that their child does in school and support their child's learning.
- We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the Governing Body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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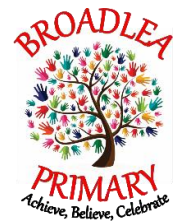
### Monitoring

- It is the responsibility of all staff to be aware of the expectations outlined in this policy.
- It is the responsibility of the Headteacher and Governing Body to ensure the policy is being implemented fairly and consistently throughout the school. The Headteacher reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records concerning incidents of misbehaviour. The school ELSA or a member of the SLT record incidents on SIMS where a red card has been issued.
- The Headteacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded and this is reported to the Governing Body.

### Review

The Governing Body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

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APPENDIX 1 – GOLDEN RULES



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## APPENDIX 2 – BROADLEA VALUES

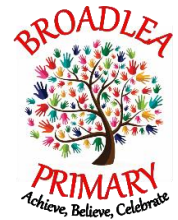
Month	Year A (even years from Sept 2016)	Year B (odd years from Sept 2017)
September	<p style="text-align: center;"><b><u>Unity</u></b></p> <ul style="list-style-type: none"> <li>❖ Accepting and appreciating each other</li> <li>❖ Showing harmony within our groups and among our groups</li> <li>❖ Working together as a team</li> </ul>	<p style="text-align: center;"><b><u>Ambition</u></b></p> <ul style="list-style-type: none"> <li>❖ Having a goal that you hope to do or achieve</li> <li>❖ Being creative and imaginative and setting your sights on achieving your goal</li> </ul>
October	<p style="text-align: center;"><b><u>Willingness to try</u></b></p> <ul style="list-style-type: none"> <li>❖ Trying our best with something different or something new</li> <li>❖ Trying our best with something we find difficult</li> </ul>	<p style="text-align: center;"><b><u>Perseverance</u></b></p> <ul style="list-style-type: none"> <li>❖ Pushing yourself to work through challenges</li> <li>❖ Using your mind and body to work through difficulties</li> </ul>
November/ December	<p style="text-align: center;"><b><u>Respect</u></b></p> <ul style="list-style-type: none"> <li>❖ Valuing and respecting ourselves, others and the environment</li> <li>❖ Speaking politely to others and listening when others are talking</li> </ul>	<p style="text-align: center;"><b><u>Self-esteem</u></b></p> <ul style="list-style-type: none"> <li>❖ Believing in your heart that you are able to make choices of which you are proud</li> <li>❖ Knowing that even when you make a mistake, you are still worth loving</li> </ul>
January	<p style="text-align: center;"><b><u>Responsibility</u></b></p> <ul style="list-style-type: none"> <li>❖ Doing what you are expected to do to the best of your ability</li> <li>❖ Accepting the consequences of your actions</li> </ul>	<p style="text-align: center;"><b><u>Honesty</u></b></p> <ul style="list-style-type: none"> <li>❖ Telling the truth</li> <li>❖ Admitting your actions and not blaming others</li> </ul>
February	<p style="text-align: center;"><b><u>Love</u></b></p> <ul style="list-style-type: none"> <li>❖ Showing kindness, caring and understanding</li> <li>❖ Taking pleasure in the well-being of others</li> <li>❖ Being unselfish</li> </ul>	<p style="text-align: center;"><b><u>Compassion</u></b></p> <ul style="list-style-type: none"> <li>❖ Understanding and having sympathy for the suffering of others</li> <li>❖ Wanting to do something about it</li> </ul>
March/April	<p style="text-align: center;"><b><u>Resilience</u></b></p> <ul style="list-style-type: none"> <li>❖ Finding ways to deal with everyday frustrations and difficulties so that you can 'bounce back' from life's challenges</li> <li>❖ Trying again if it goes wrong</li> </ul>	<p style="text-align: center;"><b><u>Patience</u></b></p> <ul style="list-style-type: none"> <li>❖ Not getting frustrated with yourself when things don't go as planned</li> <li>❖ Being able to wait to be heard or to take your turn</li> <li>❖ Having patience with others</li> </ul>



# Broadlea Primary School

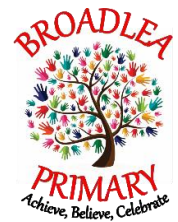
## Behaviour Policy

### January 2017



<b>May</b>	<b><u>Confidence</u></b>	<b><u>Friendship</u></b>
	<ul style="list-style-type: none"> <li>❖ Looking in the mirror and liking what you see</li> <li>❖ Believing in yourself and your abilities</li> </ul>	<ul style="list-style-type: none"> <li>❖ Showing kindness to others</li> <li>❖ Playing gently with others</li> <li>❖ Giving to others and learning to be a true friend</li> </ul>
<b>June</b>	<b><u>Tolerance</u></b>	<b><u>Empathy</u></b>
	<ul style="list-style-type: none"> <li>❖ Accepting ourselves and accepting others</li> <li>❖ Appreciating differences</li> <li>❖ Treating people well even if they are not a friend</li> </ul>	<ul style="list-style-type: none"> <li>❖ Really seeing, really listening</li> <li>❖ Understanding the feelings of other people and other cultures</li> </ul>
<b>July</b>	<b><u>Happiness</u></b>	<b><u>Determination</u></b>
	<ul style="list-style-type: none"> <li>❖ Being content, feeling good inside</li> <li>❖ Making other people happy</li> </ul>	<ul style="list-style-type: none"> <li>❖ Never giving up, no matter what</li> <li>❖ Deciding to do something and doing it</li> </ul>

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APPENDIX 3 – DINING HALL GOLDEN RULES



APPENDIX 4 – PLAYGROUND GOLDEN RULES



# Playground Golden Rules

- We are gentle when we play. 
- We are kind and helpful towards others. 
- We respect everyone's games. 
- We look after the playground. 
- We listen to and keep the playground safety rules. 
- We are honest with everyone. 

Positive Press

APPENDIX 5 – RESOURCES FOR CLASSROOM DISPLAY & USE

# Behaviour Policy KS1

## STEP 1

Verbal warning

## STEP 2

Final verbal warning and loss of a Dojo

## STEP 3 Yellow

Name moved to Yellow Dragon  
Loss of a Dojo and 2 minutes off playtime

## STEP 3 Red

Name moved to Red Dragon  
Loss of two Dojos and 5 minutes off playtime  
(Parents informed if it continues)

## STEP 4

'Time Out' - Red card  
Removed from class and taken to KS1 Lead or  
Head Teacher/Deputy Head/Assistant Head  
(Parents informed)

# Behaviour Policy KS2

## STEP 1

Verbal warning

## STEP 2

Final verbal warning - Yellow card  
5-minute loss of own time

## STEP 3

'Time Out' in class to reflect on the 4Ws

- What did I do?
- Why did I do it?
- Which rule was broken?
- What can I do to fix things?

10-minute loss of own time

## STEP 4

'Time Out' - Red card  
Removed from class for 'Time Out' in another class  
or in isolation with a member of the Senior  
Leadership Team  
(Parents informed)

**STEP 2**  
**Yellow Card**

Final Verbal Warning  
**Do not react to this card**

**STEP 2**  
**Yellow Card**

Final Verbal Warning  
**Do not react to this card**

**STEP 3**  
**Time Out**

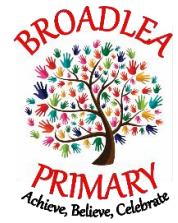
Think about:

- What did I do?
- Why did I do it?
- Which rule was broken?
- What can I do to fix things?

**STEP 3**  
**Time Out**

Think about:

- What did I do?
- Why did I do it?
- Which rule was broken?
- What can I do to fix things?



## **STEP 4**

### **Time Out**

You have been removed from the class because you have continued to break the school rules, disrupting your learning and the learning of others.

**Name:**

**Date:**

## **STEP 4**

### **Time Out**

You have been removed from the class because you have continued to break the school rules, disrupting your learning and the learning of others.

**Name:**

**Date:**

## **STEP 4**

### **Time Out**

You have been removed from the class because you have continued to break the school rules, disrupting your learning and the learning of others.

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**Date:**

## **STEP 4**

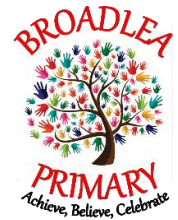
### **Time Out**

You have been removed from the class because you have continued to break the school rules, disrupting your learning and the learning of others.

**Name:**

**Date:**

**Broadlea Primary School**  
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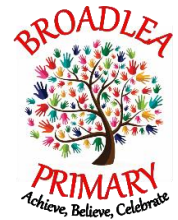


**APPENDIX 6 – 4Ws Thinking Sheet**

Date:	Name:
Names of people involved:	
What did I do?	
Why did I do it?	
Which rule was broken?	
What can I do to fix things?	
Any other comments:	

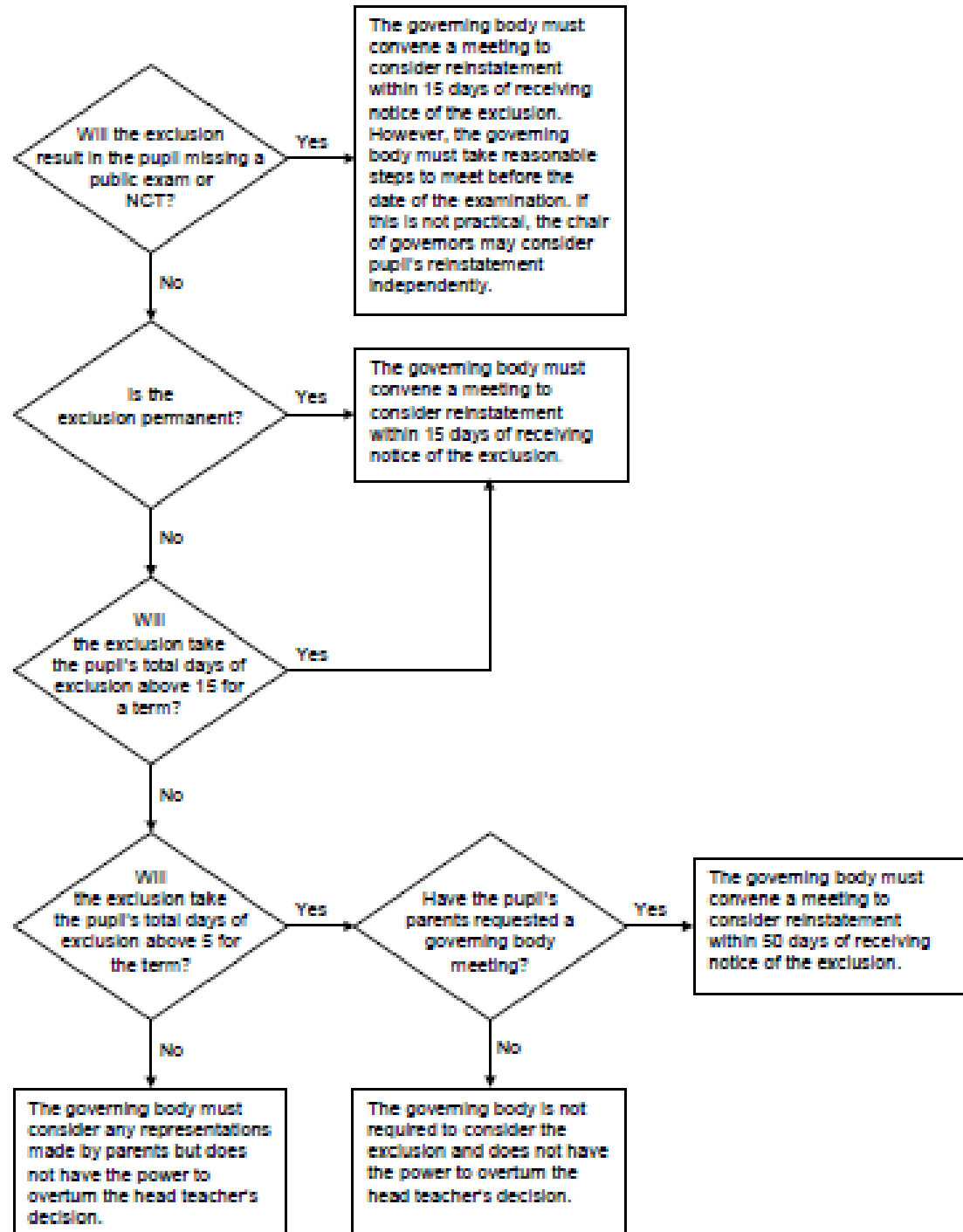


# Broadlea Primary School Behaviour Policy January 2017



## APPENDIX 7 – Exclusion from maintained schools, Academies and pupil referral units in England

### Annex A – A summary of the governing body's duties to review the head teacher's exclusion decision

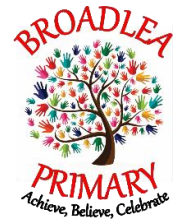


The governing body may delegate its functions to consider an exclusion to a designated sub-committee. References to days mean 'school days'.

# Broadlea Primary School

## Behaviour Policy

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### KS1 Weekly Monitoring Sheet

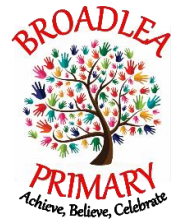
Class:

Week Beginning:

Name	Mon	Tue	Wed	Thur	Fri

Place the correct number code in each day slot as appropriate:  
 2 – Final verbal warning; 3Y – Yellow Dragon; 3R – Red Dragon; 4 – Red Card

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**KS2 Weekly Monitoring Sheet**

**Class:**

**Week Beginning:**

Name	Mon	Tue	Wed	Thur	Fri

Place the correct number code in each day slot as appropriate:  
2 – Yellow Card; 3 – Time Out Card; 4 – Red Card