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Behaviour Policy

Learning to live, loving to learn.

At Broad Oak we nurture today's minds for tomorrow's challenges. Working together we ensure every child has the potential to shine.

*Together we Challenge **C**hallenge **A**spire **N**urture*

Broad Oak Primary School

BEHAVIOUR POLICY

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1. Introduction

To achieve our Mission Statement staff and pupils need to work to an agreed set of standards. We want to create an ethos that celebrates and reinforces achievement of those standards, and which identifies the consequences of decisions not to work towards them. This Behaviour Policy will therefore attempt to balance the rewards and consequences and create conditions in the school in which effective teaching and learning can take place in an atmosphere of mutual respect.

To ensure the success of this policy we seek to build a partnership between the school and parents. As part of this commitment parents' views of this Behaviour Policy are invited.

2. Standards

At Broad Oak we encourage and expect high standards of behaviour. Accordingly, about the school and in each classroom, the following code of conduct which will be displayed, setting out in a simplified and positive format, the standards we expect from all pupils.

3. Golden Rules

WE WILL :-

1. Always be polite, kind and respectful.
2. We listen carefully.
3. We let teachers teach and let other children learn.
4. We move sensibly through the school.
5. Work as hard as we can in everything that we do.
6. We look after our school and everything in it.

These are displayed in every working area in the school.

4. Rewards for Good Behaviour

Pupils who consistently comply with the standards of behaviour and effort set by the school will be rewarded.

Rewards will include:-

- Stickers and stamps
- Certificates given out in Celebration Assembly
- Individual class reward schemes i.e. table of the week etc.
- Prize box gifts
- Golden Time
- Team points
- Going to see the HT or DHT for a reward

Team points are used to reward good behaviour choices (amongst other things). Team points are collected weekly and the winning team will be celebrated in assembly on Friday and a trophy is presented. The teams who win that week get a token towards the end of year treat for winners.

In addition to the above it is also an individual reward scheme for the children, with prizes awarded for the highest team point earners each half term.

Rewards once given will not be taken away for subsequent infringements of the code.

Golden Time is earned throughout the week and cannot be lost, (see additional notes on the new minutes earned system).

5. Logical Consequences

These will be carried out as a result of not following our school rules. Class based staff will be responsible for managing the logical consequences, reporting on cpoms and informing parent/carers when a seclusion to another class is implemented. Junior/Infant leaders will become involved at the seclusion stage. Parents/carers need to speak with class based staff and Junior/Infant leaders about behaviour incidents as they will have dealt with the incident/s.

In each classroom, and around school, the following list of logical consequences will be displayed in a simplified and clear format, which can be easily referred to and understood by all children. (Appendix 1)

VERBAL WARNING

(can be more than once-is age/event related)

IN CLASS CONSEQUENCE

eg Golden time not earned for that session, after a verbal warning has been given.

LOSS OF CHILD'S TIME

eg discussion with teacher, catch up on work or a set task (staff members' discretion)

SECLUSION TO ANOTHER CLASSROOM

(contact parents/carers). Children fill in an incident form.

SECLUSION UPSTAIRS

(contact parents/carers). Children fill in an incident form.

MISSING A SIGNIFICANT EVENT

eg if a trip/theatre group/residential is upcoming then parents/carers are contacted and a personalised letter or phone call from head teacher is sent at this point.

The Senior Leadership Team will monitor the CPOMs regularly and discuss with staff (and parents/carers if necessary) if any trends appear and if necessary, a Behaviour Plan (an example - Appendix 2) will be written. A referral to the Pastoral Support Team (Learning mentor and SENDco) could be made at this time.

REFERRAL TO THE INCLUSION HUB FOR SUPPORT
(PARENTS/CARERS IN AGREEMENT)

When no improvement is evident in the timeframe of the behaviour plan, a Behaviour Contract (Appendix 3) is written and signed by pupil, parents/carers and school.

REFERRAL TO GOLDEN HILL OUTREACH SUPPORT (GHIST) OR HILLSIDE OUTREACH SUPPORT
(PARENTS/CARERS IN AGREEMENT)

SUSPENSION
(PUPIL ACCESS/PARENTS/CARERS/CHAIR OF GOVERNORS INFORMED)

MANAGED MOVE/OFF SITE DIRECTION is then considered
(PUPIL ACCESS/PARENTS/CARERS/CHAIR OF GOVERNORS INFORMED)

LAST RESORT - PERMANENT EXCLUSION
(PUPIL ACCESS/PARENTS/CARERS/CHAIR OF GOVERNORS INFORMED)

It is important to understand that the vast majority of children in school rarely need more than the occasional reminder of the way they are expected to behave. The logical consequences mentioned above are those which can be applied to a small minority who either occasionally or regularly, as the case may be, flaunt school rules and/or disrupt the education of others.

- These logical consequences should be consistently and fairly applied. It should be shown to be reasonable, sensitive and effective. Younger children are confused by too much variety of attitude and expectation.
- Prevention is always better than cure. The presence of staff on duty or of a teacher in the classroom before the children arrive at the beginning of a session or lesson is a vital and effective way of obtaining good behaviour.
- The school has established close relationships with external support agencies such as the School's Attendance Consultant, Behaviour Specialists, Pupil Referral Unit at Golden Hill, Educational Psychology and Social Services so that this basic understanding of the needs of the child and the provision of the right support can be achieved.
- In all logical consequence actions, it is essential that the pupil understands that it is the behaviour which is not acceptable and not the pupil as a person.
- Teachers and other staff who intervene physically, often on the spur of the moment, to avert an immediate danger, will be protected in the eyes of the law.
- School discipline is the responsibility of all staff, that is, if a member of staff sees school rules being flaunted, it is the responsibility of that member of staff to intervene and, if necessary, apply some form of logical consequence in line with this policy.

- Any pupil involved in bullying, fighting, stealing or purposefully and consistently using inappropriate language will be immediately secluded to another classroom or upstairs. Parents will be contacted.

The above consequences also apply to misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to and from our school
- Attending another school for a period of time e.g. dual registration
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Involved in any non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school.

AND misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

SERIOUS MISCONDUCT

- Physical assault on any member of staff or a serious assault on another pupil could result in the immediate exclusion of the pupil.
- Abusive or violent behaviour by parents/carers will not be tolerated. If, after the staff member involved has tried to calm the situation, the abuse is repeated, the parent/carer concerned should be requested to leave the premises. Failure to do so will lead to the Police being informed. This could lead to a solicitor's letter being sent and entering our grounds can only be achieved by a pre-arranged appointment.

In all cases of serious misconduct, the LA and the Governing Body of the school will be informed, and copies of the letter forwarded to parents/carers will be sent to them.

- Damage to school property, whether it is the fabric of the building, such as a broken window, or damage to items such as books, should be reported to parents/carers with a request for payment in those cases where the damage was deliberately caused.

6. Exclusions

We follow and use the LA and DFE Guidelines regarding suspensions and permanent exclusions.

Exclusion decisions will come into place:

- In response to serious breaches of school policy, and
- If allowing the pupil to remain in school (whether it be Broad Oak or another school) would seriously harm the education or welfare of the pupils or others in school.

Before a child is excluded, in most cases, a range of alternative strategies (as outlined in Section 5) will be tried.

This does not preclude or prevent the Headteacher taking immediate action to exclude to protect pupils and staff.

A fixed period or permanent exclusion could be given for a first offence - that involves -

- Physical assault against pupil (PP)
- Physical assault against an adult (PA)
- Verbal abuse/threatening behaviour against a pupil (VP)
- Verbal abuse/threatening behaviour against an adult (VA)
- Bullying (BU)
- Racist abuse (RA)
- Sexual misconduct (SM)
- Drug and alcohol related (DA)
- Damage (DM)
- Theft (TH)
- Persistent disruptive behaviour (DB)
- Other (OT) – must be specified (attending another school as part of a seclusion, managed move or placement)

In the Logical Consequences list we have exclusions - in most cases (except the exceptions noted above), parents/carers will have been contacted and an Individual Behaviour Plan and/or Behaviour Agreement put in place. Support from specialists will have been sought. In most cases, all other types of sanctions will have been used up to this stage and parents/carers/pupils will have been made aware before this point is reached about the consequences of continuation of the unacceptable behaviour.

All efforts will have been made to modify this type of behaviour.

The school does reserve the right to move to exclusion immediately at a first offence for very serious acts of inappropriate behaviour (as outlined previously). This will be exceptional and relate to extreme behaviour.

Our strategies encompass the following guidelines:

- ◆ Clear identification with the pupil of the offending behaviour.
- ◆ Establishing appropriate sanctions short of exclusion in an effort to discourage reoccurrence of such behaviour.
- ◆ Pastoral support.
- ◆ Notification to parents/carers of concerns and sanctions taken.
- ◆ Upon re-offence, discussion with the pupil regarding possible ultimate sanctions if behaviour does not improve.
- ◆ Further notification to parents and parental interview.
- ◆ Upon further re-offence, implementation of the exclusion process.

In the absence of the Headteacher, it would fall to the Deputy Headteacher to put in place exclusion procedures – otherwise only the Headteacher can start the process.

The Headteacher/DHT will have considered the following points when considering exclusion:

- ◆ With parents/carers have agreed a clear action plan to support the pupil including an Individual Behaviour Plan
- ◆ Followed the school sanctions fairly and consistently.
- ◆ Involved appropriate outside agencies.

Parents/carers will be informed immediately an exclusion decision has been made. The call will be followed by a letter containing the following information:

- ◆ The period of exclusion.
- ◆ The reason for exclusion.
- ◆ Arrangements for continuing the pupil's education.
- ◆ External advice that may be sought
- ◆ The parent/carers' right to state their case to the Discipline Committee.
- ◆ Whom the parents/carers should contact to state their case.
- ◆ The time frame for their case to be heard.
- ◆ Their right to see the pupil's records.
- ◆ The length of the exclusion.
- ◆ If the exclusion is permanent, all details leading up to the exclusion including fixed-term exclusions.

A Behaviour Agreement will be agreed with parents/carers. It is to help individual pupils better manage their behaviour and will include the following common elements:

- ◆ Be school based.
- ◆ Have identified precise and realistic behavioural outcomes.
- ◆ Have a nominated member of staff as overseer.
- ◆ Be automatic for pupils with several fixed-term exclusions.
- ◆ Be automatic for pupils at risk of failure or disaffection.
- ◆ Will not be used to replace the SEN assessment process.
- ◆ Will have involved other agencies where appropriate, such as housing departments, voluntary organisations, or ethnic minority community groups.
- ◆ The programme should be time limited and identify short-term targets.

The LA should help school with pupils who have been excluded and have an EHCP in place.

Outcomes of the EHCP review may include:

- ◆ Review of learning difficulties.
- ◆ Disapplication of the National Curriculum.
- ◆ Changing the pupils' class.
- ◆ Registering the pupil at the school and a PRU (Pupil Referral Unit).
- ◆ Move to another school.
- ◆ Use of external expert support.

7. RECORDING INCIDENTS OF MISCONDUCT

When a major incident occurs in our school, a record of the incident will be recorded on CPOMs. An incident log will be completed by the member of staff concerned and seen by a

member of SLT. Each log requires a brief description of the incident and any actions taken and is written as soon as possible after it has happened.

8. Special Educational Needs

SEN Supporting Statement for School Policies

At Penwortham Broad Oak Primary School we are committed to ensuring that all policies reflect our inclusive ethos and support the needs of every learner. In line with the Special Educational Needs and Disabilities (SEND) Code of Practice, we strive to:

- Provide equal access to opportunities for all pupils, including those with SEND.
- Ensure that reasonable adjustments are made to remove barriers to learning and participation.
- Promote high expectations, independence, and achievement for all pupils, regardless of need or background.
- Work collaboratively with families, external agencies, and staff to identify and meet the needs of pupils with SEND.
- Embed a graduated approach to support, ensuring early identification, targeted intervention, and regular review.

This policy should be read in conjunction with our SEND Policy and Equality Policy, which outline our broader commitment to inclusion, accessibility, and the celebration of diversity.

All children, regardless of need, do still need to work towards following our Golden Rules.

APPENDIX 1

Penwortham Broad Oak Primary School BEHAVIOUR CONSEQUENCES

If you choose not to follow our Golden Rules, then you will:

- GET A VERBAL WARNING
- NOT EARN YOUR GOLDEN TIME MINUTES FOR THAT SESSION
- LOSE SOME OF YOUR TIME (e.g. break time)




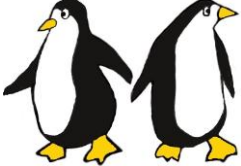
If you continue to choose not to follow our golden rules then you will get:

- SECLUSION TO ANOTHER CLASSROOM to complete your work
- SECLUSION UPSTAIRS to complete your work
- MISSING A SIGNIFICANT EVENT (SCHOOL TRIP/DISCO ETC)



- BEHAVIOUR PLAN AND/OR CONTRACT
- DIRECT WORK WITH BEHAVIOUR SPECIALISTS
- SUSPENSION – TIME AWAY FROM SCHOOL TO REFLECT ON YOUR BEHAVIOUR CHOICES
- TIME AT ANOTHER SCHOOL TO REFLECT ON YOUR BEHAVIOUR CHOICES – A MANAGED MOVE/OFFSITE DIRECTION
- PERMANENT EXCLUSION (as a last resort)

My Individual Behaviour Plan

Name	Class	Date targets set	Review date
<p>Things I find difficult</p> 	<p>My targets</p> 	<p>What do I need to do?</p> 	<p>Who's going to help me and when?</p> 
<p>How did I get on?</p>			

APPENDIX 4

Broad Oak Primary School

Pope Lane, Penwortham
Preston, Lancashire
PR1 9DE
www.broadoak.lancs.sch.uk

Telephone: 01772 749511
Facsimile: 01772 751755
E-mail: office@broadoak.lancs.sch.uk

Headteacher:
Sarah Barton BA (Hons) QTS PGCE Behaviour Management NPQH



BROAD OAK BEHAVIOUR CONTRACT

NAME
CLASS

I agree to:-

I understand that if I do not stick to these Golden Rules I will

Signed.....(child) Date.....

Signed.....(parent/carer) Date.....

Signed.....(class teacher) Date.....





Broad Oak Primary School

Policy reviews

We are aware of the need to review our school's policies regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology etc.

This policy was reviewed in JULY 2025.

To be reviewed again when required.