



## **Broadfield Community Primary School** **Personalising Behaviour Support**

At Broadfield we recognise that sometimes children can have a 'bad day' as a result of a situation or event occurring in their home life, as a result of a change in routine, e.g. following a period of time away from school or as a result of Special Educational Needs. In these circumstances, staff are expected to use the information they have about children to make a judgment regarding appropriate sanctions and rewards. This information should be shared, so that all staff working with the child understands what personalised strategies are in place for them to succeed.

### **Personalising our behaviour system:**

Visual pictures of rules are displayed in the setting to guide children who require additional support – these pictures may vary dependent on the needs of the child

Classes may include a symbol and reward for children who go above and beyond the gold star and this can be personalised to the class/cohort of children

Children who are not 'The Best of Broadfield' will be given a consistent task to complete that will be decided by the unit leader each term. The task is not a sanction and therefore should not be used as one

If a child loses the opportunity to be The Best of Broadfield before the reward is reported to the office, they have an opportunity to win the reward back **once** in the half term by completing 5 consecutive days of being on green or gold

If a child has achieved Best of Broadfield but then receives an Amber, Red or Blue alert before the celebration assembly or the reward, they will not be able to take part in the half termly treat and their parents will be notified by text message or phone call advising them not to attend the celebration assembly

Children who are consistently receiving Red or Blue alerts should be referred to Learning Mentors by their class teachers for additional support – these children may access additional support through SEMH interventions, directed support at unstructured times of the day or by referral to external support that we access as a school, e.g. Fair Access Team. The Learning Mentors will also lead Team Around the Pupil Meetings (TAPS) to ensure all steps that can be taken are being taken to support the child. The evidence for any referrals will be supported by the record of incidents on CPOMs – all Red and Blue Alerts should be recorded on CPOMs by the member of staff who initially dealt with the incident

### **The Role of Adults at Broadfield:**

All adults in our school understand the expectations regarding our four school rules. All adults in our school recognise how important it is for our children to receive consistent rewards and sanctions

Our expectations for behaviour are high. We recognise that these high expectations may challenge some children, however, in order for children to be successful in life and contribute positively to their community, they need to meet the expectations and all adults in our school will support children to do this