



## Beech Green Primary School

### Behaviour Policy Including Written statement of Behaviour Principles (Autumn Term 2015)

#### 1 INTRODUCTION

High expectations and standards of behaviour are essential in order for Beech Green to achieve its vision of being a place where children can achieve their full potential, friendship thrives and in which there is a partnership between teacher and child based upon trust and respect and an ethos of mutual care and consideration.

The purpose of this document is to establish the principles upon which behaviour management at our school are based, and to make clear what strategies should be adopted to ensure that high standards of behaviour are achieved and maintained. Our intention is to apply this policy both proactively, to prevent behavioural issues developing, and reactively to address behavioural needs and incidents in an ordered and successful manner.

#### 2 AIMS

The aims of implementing this policy are:

- to develop positive relationships between children and between children and adults;
- to encourage children to acquire increasing independence and to take on responsibility for their own actions appropriate to their age and maturity;
- to foster self-esteem;
- to establish consistency of approach to behaviour throughout the school;
- to ensure high standards of behaviour which contribute towards effective learning and the creation of an orderly community within the school.

#### 3 PRINCIPLES

The following principles underpin our practice in implementing behaviour management strategies, and in ensuring that Beech Green is an orderly, caring environment in which children feel valued, secure and able to enjoy their learning.

- Every teacher has the right to teach free from disruptive behaviour.
- Every child has the right to learn undisturbed by disruptive behaviour.
- Everyone has the right to be safe.

Children are expected to treat adults with respect. To achieve this:

- Every adult should demonstrate a genuine care and respect for each child as an individual, modelling the quality of relationships that they expect from the children themselves - this applies to their relationships with other adults, including parents, as well as with children.

- Positive reward and praise are at the heart of each classroom's ethos, and are the norm rather than the exception, as children respond better to positive than to negative treatment.
- Recognition of good conduct is more effective than correction of bad conduct.
- Children are involved in drawing up and agreeing a set of rules to ensure that their classroom can be a happy learning environment. These rules are based on the five whole school rules (see Appendix 1).
- There are clear consequences, both rewards and sanctions, linked to the class rules.
- The consequences are fairly and consistently applied to all children.
- In all circumstances the teacher remains assertive and in control, and does not respond to misconduct in an aggressive or uncontrolled manner which might frighten or humiliate the child.

## 4 PRACTICE

### i) Class Rules

A clear, observable set of five or six positive classroom rules is drawn up at the start of each school year, agreed with the children and visually displayed. The rules should facilitate the learning process and should be phrased in language that is appropriate to the age and maturity of the pupils.

### ii) Consequences

Associated with the class rules there is a set of four or five positive and negative consequences. These consequences should be used by staff as learning opportunities either to reinforce acceptable behaviour or to support children in correcting unacceptable behaviour.

Once given, a consequence must not be withdrawn.

**Positive** - a range of rewards used as recognition and reinforcement of good behaviour, ranging from verbal praise to the award of stickers and certificates, Golden Time or a special privilege. Classwide rewards, such as extra playtime, can be given as an occasional whole class incentive. Weekly Celebration Assemblies are based on themes that include social skills. The regular award of positive consequences is central to attaining the desired goal of a co-operative working atmosphere.

**Negative** - to be applied should a child choose not to observe a class rule. Negative consequences must not be psychologically or physically harmful, demeaning or humiliating, and must be approved by the Phase Leader, Deputy or Headteacher. They should be simple to administer in order to keep disruption of the lesson to a minimum. At Beech Green these agreed sanctions are:

- Verbal warning
- Time out - Infants 2 then 4, then 6 minutes  
- Juniors 5 then 10 minutes
- Removal from class and issue of a red slip informing parents of reasons.
- If three red slips are issued in a term then a one day exclusion may be given.

For some children, such as those with genuine behavioural needs on the SEN register, exclusion may not be appropriate in all instances. Internal isolation may be used as an alternative punishment and deterrent.

Consequences should be applied as soon as possible, preferably on the day that the behaviour has occurred, although this may not always be practical.

Progress through the sanctions will be recorded on a classroom sanctions chart as a visual reminder to the child.

A child who is repeatedly receiving sanctions but stopping short of the red slip can be 'fast tracked' by removing a sanction, although there should be a discussion with the child and parents before this step is taken.

### iii) Whole School Behaviour

The principles for the whole school rules apply elsewhere within school, and sets of rules tailored to specific areas of school are drawn up, displayed and applied as classroom rules are (see Appendix 2). Key messages and reminders are communicated through assemblies and PSHCE lessons, which are based on the SEAL scheme.

### iv) Lunchtimes.

Children who set a good example to others at lunchtimes will receive stickers or have their name recorded in a Good Behaviour book. These children will be recognised in Celebration Assemblies.

Any child whose name has to be recorded by the midday assistants three times in a week for unacceptable behaviour receives a lunchtime detention (or misses an afternoon break in Key Stage 1). If this does not act as a sufficient deterrent and the unacceptable behaviour continues, the following measures are taken:

After the **second lunchtime detention** in a term, the child's parents will be contacted to discuss the nature of the misconduct and to advise of the next action if the behaviour does not improve.

If there is a **third detention** in a term, there will be immediate removal from the playground whenever their name is recorded. Other actions may be introduced to suit the individual pupil.

### iv) Serious or Persistent Misconduct.

For the majority of children the above system will be sufficient to ensure good levels of behaviour. However, for some individuals it will be necessary to move beyond this approach due to the nature of their behavioural problems. In such circumstances parents would be contacted at an early stage to discuss an appropriate way forward to improve their child's behaviour. (See Appendix 3)

The ultimate sanction is exclusion from school on a fixed-term or permanent basis, following the LA policy on exclusion as agreed by the governors (see Appendix 4 for further details).

Staff should only use physical intervention as a last resort when a child's or an adult's safety is threatened or the child in question is likely to cause significant damage to school property. It should never be used punitively (see Physical Intervention and Child Protection Policies for further guidance on this issue).

#### **v) Misconduct Outside of the School Premises.**

The school may take action against any child who is reported for bad behaviour or bullying off the school premises, if the child is;

- a) Participating in a school-related activity
- b) Travelling to or from school
- c) Wearing school uniform

And the misbehaviour could pose a threat to another pupil or adversely affect the school's reputation.

Any action taken will be proportionate to the misconduct and could include discussion with parents, school detention and exclusion.

Children whose behaviour within school is such that it could pose a risk to themselves and or others when on school visit will be subject to an individual risk assessment. If the school judges that the child's safety and or those or others cannot be guaranteed as a result of their behaviour the school reserves the right to withdraw that child from going on the visit (see Visits Policy).

## WHOLE SCHOOL RULES

Five core school rules form the basis of rules displayed around school in classrooms, the dining hall, corridors and playgrounds. They are:

**At Beech Green we:**

- 1. Follow instructions of Beech Green adults straightaway.**
- 2. Do kind and helpful things.**
- 3. Keep our hands and feet to ourselves.**
- 4. Use kind and polite words.**
- 5. Take care of our environment and others' property.**

These rules will be interpreted according to the area of school and age of children to which they are being applied.

## SCHOOL RULES for SPECIFIC AREAS

### PLAYGROUND

1. Follow instructions of Beech Green adults straightaway.
2. Play without hurting others by your actions.
3. Play without hurting others by your words.
4. Use play equipment safely and sensibly.
5. Stay within the areas where you are told to play.
6. Keep our play areas clean, tidy and free of litter.

### DINING HALL

1. Follow instructions of Beech Green adults straightaway.
2. Do kind and helpful things.
3. Keep our hands and feet to ourselves.
4. Use kind and polite words.
5. Eat your meal safely, sensibly and politely.
6. Walk around the Hall safely.

### CORRIDORS

1. Follow instructions of Beech Green adults straightaway.
2. Keep our hands and feet to ourselves.
3. Use kind and polite words.
4. Take care of things around you, including displays.
5. Walk safely and quietly, keeping to the left-hand side of the corridor.

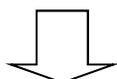
## APPENDIX 3

Teachers should keep a simple record of sanctions applied in order to help identify trends and repetitions of behaviours.

Please note that these steps are for guidance purposes only and teachers should use their own professional judgement, along with advice from senior teachers, when deciding on how best to escalate their actions because of their concerns over a child's behaviour.

**STEP 1** (child has missed a significant amount of Golden Time in one term Eg. three entire sessions in Key Stage Two).

- Class Teacher contacts parents informally to raise concerns.



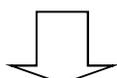
**STEP 2** (If there has been no improvement in the child's behaviour and they have continued to miss a significant amount of Golden Time or received two red behaviour slips in one term).

- Formal meeting with parents, child, teacher and Learning Mentor in order to;
  - Set targets in a behaviour contract, with a review date of approximately six weeks.
  - Learning Mentor undertakes observations/input.



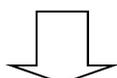
**STEP 3** (no improvement at contract review).

- Involve INCO to set up an IBP.
- Continued involvement of Learning Mentor
- Exclusion if the child receives a third red slip in a term.



**STEP 4** (no improvement after 2 IBP reviews).

- Involve outside agencies - EP, PSP etc..



**STEP 5**

- Put forward for EHCP and continue with support from external agencies

*Notes - Risk Assessments should be completed when appropriate for children posing a risk to themselves and/or others. Records will be made of frequency and severity of behaviours from Step 2 onwards.*

## EXCLUSION

Exclusion from school will only be used as a final resort when the behaviour is extreme.

Instances of when exclusion may be necessary include:

- Use of foul and abusive language towards another child or adult.
- Serious physical aggression or violence towards another child or adult.
- Persistent refusal to cooperate, resulting in disruption to the learning and/or well being of other children. An internal exclusion will be issued for this reason if a child receives three red slips in a term indicating removal from the classroom.
- Leaving the school premises without permission, posing a safety risk to the child concerned and potentially to other children.
- Intentional damage of school property.

The length of fixed-term exclusions will directly relate to the severity of the behaviour.

In all cases of exclusion the Chair of Governors will be informed and governors will be informed at least three times per year, through the Headteacher's report on the number and nature of exclusions.

Should a child be at risk of regular and/or permanent exclusion a range of actions will be considered, including:

- Setting up a Pastoral Support Programme with the Area Education Officer;
- Seeking active support from the Pupil Referral team, if this has not already been undertaken;
- Requesting assessment from the Education Psychologist.

The decision to permanently exclude will only be made when all other available resources and strategies have been exhausted, and it is clear that this step would also be in the best interests of the other children in school.