



## Beech Green Primary School

### Behaviour Policy Including Written statement of Behaviour Principles Spring Term 2017

#### 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 high self-esteem;
- to establish consistency of approach to behaviour management throughout the school;
- to ensure high standards of behaviour which contribute towards effective learning and the maintenance 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 rather than to negative treatment.
- Recognition of good conduct is more effective than correction of bad conduct.
- There are clear consequences, both rewards and sanctions, linked to the school 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) Consequences

Associated with the school 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. Class rewards, such as extra playtime, can be given as an occasional whole class incentive. Weekly Celebration Assemblies are often 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 school or 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 (In YR this may lead to immediate time out)
- Time out -KS1 = 2 then 4 minutes then removal from the classroom, KS2 = 5 then 10 minutes then removal from the classroom  
(In KS1 "Time Out" means missing a set period of Golden Time. In KS2 "Time Out" means missing a set period of playtime during a supervised detention)
- Removal from class usually results in the issuing of a red slip by a Phase Leader, Deputy or Headteacher informing parents/carers of the reasons. The child will then usually spend half a day working under close supervision in the Intervention Room
- Following the second red slip, a meeting with the child's parents/carers is organised
- If three red slips are issued in a term\* then a one day exclusion may be given. (see Appendix 2) (\*For the purposes and application of this policy, there are six terms in a year)

For some children, such as those with genuine behavioural needs on the SEN register, exclusion may not be appropriate in all instances. Internal exclusion may be used as an alternative sanction 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 being removed from the classroom, can be 'fast tracked' by removing a sanction and receive a red slip. However, there should be a discussion with the child and parents/carers before this step is taken.

### **iii) Whole School Behaviour**

The principles for the whole school rules apply elsewhere within school (see Appendix 1). Key messages and reminders are communicated through assemblies and PSHCE lessons, which are based on the "PINK" Curriculum and SEAL scheme. **Foul Language** - we operate a policy of zero tolerance towards the use of foul language and any child overheard swearing by a Beech Green adult will be rapidly moved through the appropriate sanctions, either during lunchtimes or lessons.

### **iv) Lunchtimes**

Children who set a good example to others at lunchtimes may receive stickers and slips to take home and have their name recorded in a Lunchtime Good Behaviour Book. These children may also be recognised in Celebration Assemblies. However, children who choose not to abide by the school rules will be issued with an "Orange Slip for Poor Behaviour at Lunchtime" (see Appendix 2). These slips, which are printed on orange paper, will be handed to the Class Teacher/Teaching Assistant at the end of lunchtime and any child who has been issued with an orange slip will have his/her name moved on the class behaviour chart, resulting in further sanctions being applied. If a child is issued with two orange slips during the same lunchtime then this will result in the child's immediate removal from the playground and he/she will usually have to sit on one of the chairs outside the staff room and Headteacher's office, until the resumption of lessons. Orange slips are for internal school use only and will not be sent home.

### **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. (see Appendix 4 for further details).

### ***Physical Interventions***

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 Policy and Safeguarding Policy 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. This may also include the inappropriate use of social media sites. (See Acceptable Use Policy)

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 of 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).

## 5 MONITORING AND REVIEW

This policy will be monitored on an ongoing basis and will be reviewed every two years or sooner if required.

Signed: \_\_\_\_\_ (Headteacher)

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Chair of Governors)

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 1

### Whole School Rules

**At Beech Green Primary School we:**

1. Follow instructions given by Beech Green Adults
2. Do kind and helpful things and always use polite words
3. Keep our hands and feet to ourselves
4. Take care of our environment, school equipment and other's property

The four core school rules should be interpreted according to the area of school and age of children to which they are being applied.

## APPENDIX 2

### Orange Slip for Poor Behaviour at Lunchtime

**Date:**

**Name of Child:**

**Class:**

The above named child ignored a formal warning about his/her behaviour and he/she was involved in a serious breach of the school rules during lunchtime today.

Please tick the school rule(s) which was/were not adhered to;

**At Beech Green we ...**

**Follow instructions given by Beech Green adults**

**Do kind and helpful things and always use polite words**

**Keep our hands and feet to ourselves**

**Take care of our environment, school and others' property**

The incident was dealt with by .....(Name of MDS)

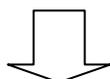
## APPENDIX 3

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.



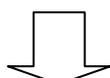
**STEP 2** (If there has been no improvement in the child's behaviour and they have continued to miss a significant amount of Golden Time or received two red behaviour slips in one term).

- Formal meeting with parents, child, teacher and another member of staff in order to;
  - Set targets in a behaviour contract, with a review date of approximately six weeks.
  - Agree support strategies and arrangements, such as time out with a Learning Mentor



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

- Involve Inclusion Coordinator to identify child's specific needs, place on register and write a "My Plan" for behaviour needs
- Review support arrangements Eg continued involvement of Learning Mentor if appropriate
- Possible fixed term exclusion if the child receives a third red slip in a term.



**STEP 4** (no improvement after two My Plan reviews).

- Involve outside agencies in addition to school staff and move to My Plan+



**STEP 5**

- Put forward for EHCP and continue with support from school staff and 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. Pastoral Support Plans will also be written for children at risk of permanent exclusion.*

## EXCLUSION

Exclusion from school will only be used as a final resort.

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 may 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;
- Seeking active support from the Behaviour Support 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.