

Beenham Primary School

BEHAVIOUR



POLICY DOCUMENT

*But why crush behaviours with punishment when
you can grow them with love?
Visible consistency and visible love allow
exceptional behaviour to flourish.*

Paul Dix

Beenham Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive

Our Behaviour Policy is based on the Five Pillars of

1. Consistent calm adult behaviour
2. Relentless routines
3. First attention for best conduct
4. Scripting difficult conversations
5. Restorative follow up

Consistency

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority.



learners that:

interventions.

Pivotal Practice.

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom, faculty, and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging, and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed, and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent **respect from adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment**: Display the quality of a good primary school, consistent visual messages and echoes of core values and affirmations, positive images of learners rather than marketing slogan.

The Beenham Way – Be Kind, Be Safe, Be Proud

All staff

- **Meet and greet** in the morning.
- Refer to '**Be Kind, Be Safe, Be Proud**' regularly during the day and refer to the poster in the rooms
- **Model** positive behaviours and build relationships.
- **Plan/ support** sessions that engage, challenge, and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson.
- Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.

Teaching Staff will uphold the Teachers' Standards.

'Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior leaders will support other members of the team as they implement the behaviour policy themselves.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible daily presence around the school and especially at transitions.
- Celebrate staff, leaders, and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.

- Use behaviour data to target and assess behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Recognition and rewards for effort

We recognise and reward learners who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

We will:

- Refocus recognition so it is solely focused on effort.
- Restart all recognition mechanisms at the start of each session.
- Shift learners thinking towards competing against their previous best efforts, not against each other.
- Deliberately and purposefully search for positive behaviour to recognise.
- Provide positive affirmation of the effort and positive behaviours seen during the session.
- One positive note and one positive message home will be given each week, by each member of staff.

Managing behaviour in school

Engagement with learning is always the primary aim. For most learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of your lesson is one where they are not learning.

Steps should always be taken with care and consideration, taking individual needs into account where necessary. **Praise the behaviour you want to see.** All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Behaviour Steps Guidance

This document is to be used as a guide and is not an exhaustive list of behaviours therefore, professional judgement needs to be used and advice sought where necessary. When supporting children with SEND reasonable adjustment maybe needed to ensure the consequence is developmentally appropriate and is in line with other Social, Emotional, Mental, Health, and Educational targets they may have. Rewards and recognition will be reset for each session.

As part of all steps, reparation is encouraged and consequences are given.

Reparation - A restorative meeting should take place before the next session. If the reconciliation is unsuccessful the member of staff should call on support from another staff member who will support the reparation process. Learners may have their behaviour monitored by teachers to show progress towards agreed targets.

At Beenham Primary School we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.



Reparation meetings at Beenham Primary School are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.

Staff at will take responsibility for leading Reparation meetings, Leaders will support when requested.

- Consequences – an age appropriate amount of time missing break for in-class behaviour eg 5 minutes
- An age appropriate amount of time away from playing to regulate before rejoining
- Any missed work to be completed at break time or that evening, this needs to be communicated to parents. (This to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.)

STEP 1 - Redirection

Low Level Behaviour	One or More Things an Adult Can Do	Support Offered
a) Wandering about	A. Non-Verbal gestures • Eye contact • Frowns • Tap on the desk B. Proximity • Moving closer to child • Putting hand gently on shoulder C. Planned ignoring D. Remind children of expectations E. Verbal warning with reason (because you did ...) F. Change of seat	• Class teacher talks with child • Praise for correct behaviour • Certificates/stickers/ postcards/ class rewards for improvement
b) Calling out and interrupting in class		
c) Interrupting/annoying other pupils		
d) Ignoring instructions		
e) Talking when class asked to be silent		
f) Making disruptive noises		
g) Pushing in line		
h) Swinging on chairs		
i) Not following the school rules for the end of playtime		

STEP 2 - Reminder

A reminder of the expectations **Be Kind, Be Safe, Be Proud** delivered privately wherever possible. Repeat reminders if necessary. The member of staff makes them aware of their behaviour. The learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Less Serious Behaviour	One or More Things an Adult can do	Support Offered
a. Persistent Step 1 behaviour	Educational Consequences: A. Loss of some or all of playtime in order to write a letter of apology or to complete work or to complete a Think Sheet after restorative conversation with teacher or B. Separation from the rest of the class but within the class; on the playground being kept with an adult or C. Reparation of damage Additional Actions Teacher to inform Senior Leader if Step 2 behaviour continues. If a child receives Three Step 2s in any half term parents must be informed via conversation with class teacher.	- Class teacher talks with child - Rewards for improved behaviour: class rewards/stickers/certificates/ letter or phone call home - Individual Support - Stickers/ Sticker chart /postcards
b) Not responding to an adult's repeated request		
c) General refusal to do anything including classwork		
d) Throwing small objects in temper e.g. pens, pencils, books		
e) Being physical (but not inflicting pain) with others – pushing etc		
f) Hurting someone with words (unkindness)		
g) Dangerous behaviour towards self e.g. climbing high fence on playground or on toilets/doors		
h) Being mildly rude to an adult and answering back		
i) Telling lies		
j) Swearing (not in an abusive context)		
K) Leaving a classroom or the playground without permission		

l) Damaging property e.g. classroom equipment such as rulers and pencils	Parents must be informed by class teacher if children swear or act in a dangerous manner.	
m) Aggressive play		

STEP 3 - Caution

Serious Behaviour Recorded on Myconcern	Action to be considered by and adult	Support offered
a) Persistent Step 2 Behaviour b) Extreme rudeness c) Derogatory comments that are linked to protected characteristics e.g. race, religion, sexual orientation, disabilities, or cause deep emotional hurt d) Intentional spitting at someone e) Intentional physical harm to others – leaving a mark/clearly causing pain f) Intentional damage to large property/furniture e.g. tables, chairs g) Inappropriate personal exposure h) Inappropriate touching j) Use of (or exposing others to) explicit or inappropriate language in relation to their age	<u>Educational Consequences:</u> A. Loss of lunchtime - time used to 'give back' to the community (e.g. litter pick, jobs for class) or to complete Think Sheet. or B. Move for one session to the next year group (organised by the class teacher) or C. Reparation of damage or D. Restorative Lunchtime conversation with SLT <u>Additional Actions:</u> • Inform Assistant Head / Head	• Behaviour targets set with parents and monitored via a Daily Report by parents and teacher • Rewards for improved behaviour: class rewards/stickers/certificates/postcards • Individual Support

k) Cyberbullying- sending rude/images messages online.	• Assistant Head / Head and Class Teacher speak to parent • Step 3 letter home to parents by Assistant Head /Head, detailing what was discussed in the meeting and any outcomes. Copy of letter to My Concern (link to incident). • If three Step 3 letters are sent in any half term period then targets must be set by Assistant Head and Class Teacher and a Daily Report booklet must be created by the class teacher. • The SENDCO is given a copy of targets set and the head teacher informed. Teachers must meet parent and child together to discuss behaviour targets, agree weekly communication and arrange to review after a six week period. At this six week review it will be decided if support is needed from the SENDCO and headteacher.	
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A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour, and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

Not following school rules

- I can see that you are (having trouble getting started, wandering around, etc.) right now.
- Remember we are kind, safe and proud, because of your choice to not follow our school rules, you need to: *refer to action to support behaviour e.g., moving to another table, complete learning at another time*
- Do you remember yesterday/last week when you... (refer to previous positive behaviour)?
 - That is who I need to see today...
 - Thank you for listening... then give the child some 'take up' time.



30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

Time Out Give the learner a chance to reflect away from others. Speaking to the learner privately, boundaries are reset and give them a final opportunity to engage. Offer a positive choice to do so.

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

STEP 4 – Internal Referral

At this point the learner will be referred internally to another room in the school for the remainder of the lesson.

All internal referrals must be recorded on MyConcern.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

<u>Very Serious Behaviour</u> (Recorded on My Concern)	<u>Action to be considered</u> <u>By adult and Senior Leadership</u> <u>Team</u>	<u>Support Offered</u>
a) Persistent Step 3 Behaviour (four in a half term)	<u>Educational Consequences:</u> A. Loss of playtimes and/or lunchtimes for two days monitored by teacher or teaching assistant in classroom or imposition of a task e.g picking up litter, tidying a classroom, helping clear up the dining hall or B. Move from the class to another year group for 2 sessions or C. Reparation of damage or D. Restorative Lunchtime Conversation with SLT	- Rewards for improved behaviour: class rewards/ stickers/ certificates/ postcards - Personal motivating rewards are agreed whenever an Individual Behaviour Plan is created - Individual Support
b) Running out of school grounds		
c) Throwing dangerous/heavy objects and furniture (e.g. tables, chairs)		
d) Serious challenge to authority (this includes not responding to a request from AHT or HT)		
e) Dangerous acts of vandalism		
f) Stealing		
g) Bullying (persistent victimisation whether physical or verbal)		
h) Extreme unprovoked physical aggression to other pupils		
i) Sending sexually explicit photographs or messages via mobile phone or other media		

j) Explicit, verbal abuse to staff	<u>Additional Actions:</u> • Inform Phase Leader • If physical, Physical Behaviour Letter to be sent to parents • Head or Assistant Headteacher and Class Teacher speaks to parent on the same day • Step 4 letter home to parents by Head or AHT, detailing what was discussed in the meeting and any outcomes. Copy of letter to My Concern (link to incident). • Behaviour Targets to be set in an Individual Behaviour Plan with parents, teacher and either SENDCO or Headteacher. Targets monitored daily by class teacher.	
k) Extreme, unwarranted lesson disruption		
l) Cyberbullying including explicit images and abusive messages online.		

STEP 5 – Formal Meetings

If a child has two incidents in a week requiring reflection , the class teacher must inform parents.

If a child has three or more incidents in a week requiring reflection, a face-to face meeting between the teacher and parents/carers will be arranged.

Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child, parent and the Headteacher. Outside agency support will be requested where deemed appropriate.

<u>Extremely Serious Behaviour</u> (Recorded on My Concern	<u>Action to be considered</u> <u>By Senior Leadership</u> <u>Team</u>	<u>Support Offered</u>
a) Two Step 4 Behaviours in a half-term	<u>Educational Consequences:</u> A. Exclusion from the class and playground (For one day) into another year group. (Organised by Phase Leader) or B. Member of SLT to contact the parents for a meeting at 8.30am the next morning and a letter to be sent home at the end of the day confirming the meeting or C. Behaviour Targets to be set on a daily report format monitored daily by SLT or D. Behaviour Support Programme Meeting arranged by SENDCo and/or	• Rewards for improved behaviour: Class rewards/ stickers/ certificates /postcards • Individual Support • Referral to outside agencies

	Headteacher including parents and outside agencies as relevant or E. Reparation of damage or F. Suspension 1. Letters to be sent to parents 2. Letters to be sent to WB and SEND team/Social Worker if needed 3. Chair of Governors informed or G. Permanent Exclusion	
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A **Serious Breach** is an incident that may lead to a fixed term suspension or permanent exclusion. Serious breaches do not necessarily need to move through all the steps.

Depending on the age and needs of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher. Such incidents could include:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking adults.

Restorative Practice

Beenham Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom.

If a child is dysregulated and requires support to regulate, it is important the adult models a calm and consistent approach through co regulation and if required change of face can be used. Adequate time should be given to allow the child to be **fully regulated** before returning to learning or playing.

Dysregulated script

- I can see that you are feeling....
- I can help you be safe.
- Shall we go to.... Have a cold drink through a straw, run around the track, walk around the field, do some breathing exercises etc

Any form of humiliation or sarcasm is not acceptable.

Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable.

However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Recording

All members of staff are trained to use MyConcern (secure online recording system) to record safeguarding, behaviour, and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared for the following type of incidents:

- Verbal incidents
 - Physical incidents
 - Damage to property
 - Repeated defiance
 - Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information, based on Leadership guidance.

Exclusions Fixed Term Suspensions

At Beenham Primary School, we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, for children to achieve their maximum academic potential in school, they must feel safe from physical and verbal aggression and disruption.

If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home.

Following a fixed-term suspension, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Beenham Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an ongoing basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school. Or misbehaviour at any time, whether 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.

Children with Social, Emotional and Mental Health Needs

Children who exhibit behavioural problems because of an identified social, emotional, or mental health issue are placed on the school's SEND register and provided with individual plans to support them. In these cases, the SENDCo will be involved, as well as parents/carers.

Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy and ELSA, as advised by the SENDCo, outside agencies, and according to advice from the educational psychology service where appropriate. Reasonable adjustments, in line with their needs, will be made to the policy.

Related Policies

Bullying - Beenham Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected

Appendix 1



