

Behaviour Policy



Governors' Statement of Behaviour Principles

In our school we believe that positive behaviour is at the heart of a successful school. Our core values are at the centre of our behaviour policy. First and foremost, we celebrate successes and endeavour to promote behaviour which is conducive to a safe and positive learning environment. Staff, children, parents and governors all contributed to our core values. Our policy is designed to promote and sustain an environment built on mutual respect.

Right to feel safe at all times

- All children, staff and other members of the school community have the right to feel safe at all times in school.
- We expect all members of the school community to behave responsibly and to treat each other with respect.
- All members of the school community should be aware that bullying or harassment of any description is unacceptable.

High Standards of Behaviour

- We expect the highest standards of learning behaviour in order to promote effective learning.
- Quality first teaching, which motivates, challenges and excites the children, will promote positive learning behaviour.
- Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.
- We expect high standards of behaviour during the school day and believe that this will have a positive effect on the lives and behaviour of children outside of school and enable them to become good citizens.

Inclusion and Equality

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We are an inclusive school and we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying. We will not tolerate them in any form. Strategies to prevent or deal with bullying will be consistently applied and monitored. We recognise that some children may need additional support to meet behaviour expectations. The school will explore all avenues of support to promote improved behaviour and learning.

School Rules

The behaviour policy details the school's expectations of behaviour, rewards and sanctions.

Rewards

We believe positive behaviour should be encouraged and rewarded in the classroom and around the whole school. The rewards system should be clear to all who have responsibility for the children so that the message is regular and consistent. The system must be monitored for consistency, fair application and effectiveness.

Sanctions

Sanctions for unacceptable behaviour should be known and understood by all staff, pupils and parents.

School Policy

This policy has been prepared with the help of pupils, staff and governors.

This policy aims to identify:

- What we mean by good behaviour.
- How we intend to encourage children to behave well.
- How we intend to discourage inappropriate behaviour.

What is good behaviour?

At Beaconhill, we recognise that good behaviour means that everyone should follow our fundamental school rules (**Appendix 2**):

1. We **listen** to, **respect** and **follow** the **instructions** of adults.
2. We **take turns** and **put our hands up** to gain the attention of an adult.
3. We use **good manners** at all times.
4. We keep our **hands, feet** and **unkind words** to ourselves.
5. We **respect** our **school environment**.

We promote the behaviours that we want and expect to see through our Rewards System which celebrates and promotes our Core Values (**Appendix 1**):



Creative - we feel **free** to generate individual and original **ideas**

Curious - we ask **questions** and '**go deeper**'

Ambitious - we aim high and don't fear '**failure**'

Articulate - we **talk** about our learning and **explain** our thinking

Resilient - we push ourselves to independently try new things and **never give up!**

Respectful - we are **kind to others** and **celebrate differences**

Enthusiastic - we always try our best and give **maximum effort**

Evaluative - we celebrate **success** and consider our **next steps**. What did we **do well?** What could we **improve?**

How do we encourage good behaviour?

Staff will:

- Explain and model the behaviour we wish to see
- Provide the opportunity for pupils to talk through our core values and agree to demonstrate these values
- Be proactive and offer praise when children behave well
- Ensure criticism is constructive and provides children with guidance as to why their behaviour isn't acceptable
- Inform parents about good behaviour
- Acknowledge and reward the individual, group or class for their good behaviour
- Be fair, firm and consistent in all our dealings with children
- Aim to provide appropriate, stimulating and interesting tasks for children to undertake.

Reward Systems

This system is an essential part of our behaviour policy. In order for the system to be effective we will try to ensure that the children value the rewards on offer. Our system of rewards includes:

- Verbal and non-verbal appreciation
- Core Values stickers/postcards (We encourage you to ask your child about their sticker and praise them for their conduct in school)
- Informing parents/carers at the end of the day
- Sharing acts of good behaviour with the rest of the class
- Giving "extra" responsibilities
- Core value postcards sent home
- Dojo praise points which can be spent in the Dojo Shop during Golden Time
- Awards assembly which specifically relates to our Core Values



- Extra privileges such as Golden Time, extra playtime, additional time and use of technology e.g. iPads and the Nintendo Switch

Supporting Pupil Behaviour

At Beaconhill, our approach to behaviour is, in the first instance, to promote, encourage and celebrate positive behaviour. Likewise, we expect children to take responsibility for their actions when things go wrong. It is inevitable that there will be times when individual children may forget how they should behave or make poor choices. To try to help children, we will always:

- Remind children of what is expected and, alongside the child, identify the unacceptable behaviour.
- Highlight good behaviour when it occurs.
- Model good behaviour
- All staff have the same high expectations of behaviour

We hope children will respond to this approach in the appropriate way, but if any child feels unable to respond positively we will help them by making the expected behaviour clearer, more specific and centred upon their individual needs. As well as the removal of privileges e.g. play time, lunch time, access to outdoor resources and golden time, we want children to understand why their actions are unacceptable. We encourage restorative behaviour and want to help children to enable change. This is achieved through a meeting with a senior leader and providing children who have done something wrong an opportunity to show positive change and ensure the behaviour isn't repeated. If a child loses their Golden Time on a Friday afternoon, they will spend time with Mr Routledge or Mrs Robinson and work out how to enact change. It is important that children understand that their actions have consequences. Whilst their peers are enjoying Golden Time, children who have not acted in line with school expectations will complete a **Positive Change Agreement**.

Teachers' Powers

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.



Should our encouragement and praise fail to produce acceptable behaviour, we will use consequences outlined in **Appendix 5** to help the child to conform. Any strategy is most effective when all parties involved work together. In order for us to best help the child, we will expect and include the support and involvement of the parents.

Exclusion Procedure

- 1) Only the Headteacher or the Deputy in their absence may exclude a child
- 2) The total number of fixed-period exclusions given in any one school year must not exceed 45 school days.
- 3) The parent/carer of the child will be informed immediately.
- 4) The following information will be conveyed to the parent/carer: the period of exclusion the reason for exclusion the representation that can be made to the Governing Body about the exclusion the way in which that representation can be made
- 5) The Headteacher will write to the parent/carer within one school day, indicating the above, the arrangements for the child's on-going education, including setting and marking of work and the right of the parent to see the child's record.

When exclusion is for more than five days, the exclusion is permanent or if the Headteacher decides to change the exclusion from fixed-term to permanent, the Local Authority and governing body must be informed using the agreed pro-forma. Should fixed-term exclusion last for longer than 14 days then the Governor's Disciplinary Committee should meet to review the matter.

Functions of the Governing Body

- 1) The Governing Body should establish a Disciplinary Committee
- 2) The Disciplinary Committee should consist of between three and five Governors and not include the Headteacher.
- 3) The role of the Disciplinary Committee is to: Review the use of exclusion in the school Consider the views of the relevant person (carer). Confirm exclusions where the child will miss public examinations
- 4) The Committee will be informed of:
 - All permanent exclusions
 - Exclusions over more than five days in any one term, separately or in total
 - An exclusion which results in a child missing a public examination
- 5) Where the exclusion is for less than five days the Disciplinary Committee will consider any representation from the relevant person.



6) When the relevant person has notified the Discipline Committee that they wish to make representation, the Committee must consider the circumstances of the exclusion and the representations of the relevant person and the LA. Oral representation must be allowed.

7) As a result of their deliberations the Discipline Committee may decide: Not to reinstate To direct the Headteacher to reinstate immediately To direct the Headteacher to reinstate on a particular, future date Where there is a decision to reinstate, the Headteacher, the relevant person and the LA. must be informed immediately. The Headteacher must comply with the directive of the Discipline Committee.

8) If the decision is not to reinstate, the Discipline Committee must: *Inform the relevant person, the Headteacher and the LA. *Where the decision involves a permanent exclusion, give the relevant person:

- The reason for the decision not to reinstate.
- The relevant person's right to appeal.
- Information regarding the appeal process and to whom the appeal should be addressed. Advice that the appeal should contain a clear indication of the grounds for appeal.
- The last date on which the appeal can be accepted.

The use of Exclusion

The DfE guidance indicates that the Disciplinary Committee will normally reinstate where the Headteacher has not pursued the following actions:

- With parents (wherever possible) to have an action plan to support the child
- Followed the school's discipline sanctions fairly and consistently
- Engaged in in-school learning support unit where available
- Used mentoring from an older pupil, teachers, non-teaching staff, volunteers
- Considered disapplication of the National Curriculum

Pastoral Support Programme

The PSP should be agreed with the parents and the local authority and contain the following 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 SEND. assessment process
- Will have involved other agencies where appropriate

Outcomes that may result from the drawing up of the PSP may include:

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- Review of learning difficulties
- Disapplication of the National Curriculum
- Changing the child's class or group
- Registering the pupil at the school and a PRU
- Move to another school
- Use of external support
- Placement into a school-based learning support unit (see above)

What can Parents/Carers do?

We believe that teaching children to behave well is important and this policy has set out how we intend to do just this. However, we believe that success will only be achieved through a partnership between home and school. We would therefore expect parents and carers to support the school in our efforts. We will always aim to be coherent and fair when dealing with issues of unacceptable behaviour but there may be instances when parents are encouraged to contact the school in order that misunderstandings can be remedied.

Behaviour that needs sensitive handling

Thankfully, cases of racial or sexual harassment at this school are extremely rare. Should there ever be an incident, then it must be investigated sensitively and immediately. Any incident of racial or sexual harassment will not be tolerated and alleged harassment **MUST** be reported to the Headteacher immediately. Should alleged incidents relate to the Headteacher, such incidents would be reported immediately to the Chair of Governors or the LADO.

All incidents will be investigated with urgency and vigour. Any child or adult found to have perpetrated sexual or racial harassment will be dealt with following the agreed disciplinary guidelines. All incidents of racial abuse will be reported to the Local Authority, following inter-agency guidelines. (This includes notification to the Police where racial incidents are categorised as crimes).

The school will comply with legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs.

Malicious Accusations against Staff

If an allegation against staff is shown to be deliberately invented or malicious, the head teacher will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil. Pastoral care for school staff accused of misconduct will be provided by school where appropriate.



Pupils' Conduct Outside School Grounds

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school. School reserves the right to ask a parent/carer to pick up and drop off if behaviour when travelling to school is not in line with policy expectations and is having an impact in school
- Wearing a school uniform or in some other way identifiable as a pupil at the school.

Or 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.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) Power to search without consent for "prohibited items " including:

- knives and weapons
- alcohol

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- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Headteacher	J Routledge
Chair of Governors	P Watters
Date	January 2024
Review Date	January 2027

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Appendix 1 - Core Values

Creative - we feel **free** to generate individual and original **ideas**

Curious - we ask **questions** and 'go deeper'

Ambitious - we aim high and don't fear 'failure'

Articulate - we **talk** about our learning and **explain** our thinking

Resilient - we push ourselves to independently try new things and **never give up!**

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Enthusiastic - we always try our best and give **maximum effort**

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Appendix 2 - School Rules

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2. We **take turns** and **put our hands up** to gain the attention of an adult.
3. We use **good manners** at all times.
4. We keep our **hands, feet** and **unkind words** to ourselves.
5. We **respect** our **school environment**.

Appendix 3 - Positive Change Agreement

Beaconhill Primary School

Positive Change Agreement



To show positive change, I will -

To show positive change, school will -

Evidence of progress -

Name -

Date -

Teacher Signature -



Appendix 4 - EEF Research and How it is relevant to Beaconhill

<p>Recommendation One: Know and understand your pupils and their influences.</p>	
<p>Pupil behaviour has multiple influences, some of which teachers can manage directly.</p> <p>Understanding a pupil's context will inform effective responses to misbehaviour.</p> <p>Every pupil should have a supportive relationship with a member of school staff</p>	<p>We know our children and our families. We strive to develop strong working relationships with our families.</p> <ul style="list-style-type: none"> -Parent/carer workshops -Counselling -ELSA
<p>Recommendation Two: Teach learning behaviours alongside managing misbehaviour.</p>	
<p>Teaching learning behaviours will reduce the need to manage misbehaviour.</p> <p>Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.</p> <p>Teachers should encourage pupils to be self-reflective of their own behaviours</p>	<ul style="list-style-type: none"> -Core values are promoted in classes, through Celebration Assembly, PSHE lessons -Quality first teaching -Evaluation is one of the core values
<p>Recommendation Three: Use classroom management strategies to support good classroom behaviour.</p>	
<p>Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.</p> <p>Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time.</p> <p>Reward systems can be effective when part of a broader classroom management strategy</p>	<ul style="list-style-type: none"> -Quality first teaching -consistency of approach -Large staff team -Quality training from external support -Clear and consistent reward system



Recommendation Four: Use simple approaches as part of your regular routine.

Some strategies that don't require complex pedagogical changes have been shown to be promising.

Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour.

School leaders should ensure the school behaviour policy is clear and consistently applied.

-High expectations modelled by adults.

-Communicating with parents/carers.

-Behaviour ladder on display in classrooms to ensure consistency in all areas of school.

-Behaviour expectations linked to school core values.

Recommendation Five: Use targeted approaches to meet the needs of individuals in your school.

Universal behaviour systems are unlikely to meet the needs of all your students.

For pupils with more challenging behaviour, the approach should be adapted to individual needs.

Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

-We make reasonable adjustments to support children in exceptional circumstances e.g. where there is a medical need and/or identified special educational need

Recommendation Six: Consistency is key.

Consistency and coherence at a whole-school level are paramount.

Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches.

However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

-As part of the induction process, the behaviour policy is shared with new members of staff.

-As part of the home/school agreement, behaviour expectations and consequences will be shared with parents/carers.

-Behaviour management is the responsibility of all members of school staff.



Appendix 5 -Behaviour Steps

Step	Examples	Possible Consequences
<p>Step One - Spoken reminder</p> <p>Adult reminder/nudge and advice to help pupil focus on their learning or play without disruption.</p>	<ul style="list-style-type: none"> -Calling out -Chatting on the carpet or during assembly -Moving away from where they should be ('wandering around') -Moving around school in a loud or careless manner -Pushing or shoving in the line 	<ul style="list-style-type: none"> -Eye contact -Hand held for a short period of time -Warnings and reminders of expectations
<p>Step Two - Time away from the group</p> <p>Pupil asked to move to a new space to work or play to help pupil and peers learn or play without disruption.</p>	<ul style="list-style-type: none"> -Repeatedly disrupting the learning of others -Damaging school equipment through misuse -Less serious physical harm e.g. pushing -Inappropriate comments -Disrespecting adults in school e.g. answering back, raising voice -Using swear words -Moving around school in a dangerous manner e.g. running 	<ul style="list-style-type: none"> -Firm reminder of expectations -Separation from the rest of the class group e.g working alone on a table or short period outside the class. -Completing unfinished work at playtime. -Missed play time
<p>Step Three - Loss of privileges</p> <p>Pupil to spend time at break or lunch reflecting on the impact of their choices (on themselves and others).</p>	<ul style="list-style-type: none"> -Deliberately damage of school equipment or property. -Verbally harming someone intentionally (verbally or physically) -Damaging the property of a peer. -Leaving class without permission. -Repeated refusal to follow adult instruction 	<ul style="list-style-type: none"> -Missed play time -Missed lunch time -Missed Golden Time (<i>if still on Step Three when Golden Time starts</i>) -To carry out work around school to pay back time. -Written apology where appropriate -Contact parents by class teacher at the end of the school day
<p>Step Four - Time away from class</p> <p>Pupil sent to see a senior leader to talk through the impact of their actions (at the time and also during Golden Time)</p>	<ul style="list-style-type: none"> -Fighting/intentionally causing physical harm to other children or staff. -Throwing objects with intent to harm. -Verbal abuse to an adult. -Acts of vandalism. -Theft. -Use or racist or homophobic language/comments -Sexual assault 	<ul style="list-style-type: none"> -Internal exclusion -Isolation -Contact parents by member of SLT -Child sent home -Pupil put on Headteacher report
<p>Step Five</p> <p>Contact with home due to worries about their behaviour or choices. Adults at home informed so that they can also talk to pupil about school expectations.</p>	<ul style="list-style-type: none"> -Extreme danger or violence. -Serious challenge to authority. -Verbal/physical abuse to any staff. -Running out of school. 	<ul style="list-style-type: none"> -Fixed term exclusion -Permanent Exclusion -Isolation



Appendix 6 -Behaviour Ladder

<p>Step One - Spoken Reminder</p> <p><i>-Adult reminder of expectations of behaviour</i></p>	
<p>Step Two - Time Away From the Group</p> <p><i>-Pupil asked to move seats/space on carpet/area of the yard</i></p>	
<p>Step Three - Loss of Privileges</p> <p><i>-Loss of Play time/Lunch time/Golden Time*</i> <i>*If still on Step Three when Golden Time starts</i></p>	
<p>Step Four - Time Away From Class</p> <p><i>-Pupil to work in a different classroom (Internal exclusion)</i> <i>-Automatic loss of Golden Time</i></p>	
<p>Step Five - Parents invited into school/Phone call from HT/DHT</p> <p><i>-Pupil sent home/excluded from school. Pupil on Headteacher report.</i></p>	

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