

Behaviour Policy

Why do we need a Behaviour Policy?

The law requires schools to have a written behaviour and attendance policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

Our behaviour and attendance policy help us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

We aim to enable our pupils to:

- Be healthy.
- Stay safe.
- Enjoy and achieve in their learning.
- Make a positive contribution.
- Achieve economic well-being.
- Access the full range of learning opportunities in a calm, positive environment.
- Achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences.
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual.

What are the principles of a Behaviour Policy?

- To raise pupils' self-esteem by understanding the child's individual needs and knowing when and how to intervene.
- To promote/develop empathy and respect for self and others.
- To develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- To ensure regular attendance.
- To develop an awareness of and adherence to appropriate behaviour.
- To encourage pupils to value the school environment and its routines.
- To ensure that pupils are confident of their right to be treated fairly.
- To empower staff to determine and request appropriate behaviour from everyone.
- *To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.*
- *To ensure that positive behaviour is always recognised.*
- *To work with a positive and reflective approach to behaviour management.*

- To ensure the policy is fully understood and is consistently implemented throughout the school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure the rights and responsibilities of all members of the school community.

The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents are asked to sign following their child's admission to the school. **(See Appendix 1)**

How do we implement our Behaviour policy?

1. School Ethos
2. Expectations of the school community
3. Curriculum
4. School Systems
5. Rewards
6. Sanctions
7. Support Systems for Individual Pupil Need
8. Support Systems for Staff
9. Support Systems for Parents/Carers

School Ethos

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from all adults within the school community.

Expectations of the school community

Staff and Governors	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools' values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with a prompt explanation of the reasons for any absence

To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with an emergency contact number
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion and age	

Curriculum

At this school, through our curriculum, we teach pupils the above mentioned principles. PSHE and citizenship, taught using a variety of methodologies, addresses our ethos and expectations directly.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

School systems - Inspiring success in a happy, caring community.

Adult discretion should always be used to decide yellow or red card. If there is a one-off incident from child who normally does not engage in that kind of behaviour – it might not even result in any card being issued. Instead, this would require the adults in base to question why the child may have behaved that way and whether there are underlying factors. Basically – adopting the 'human' touch.

Yellow and Red card

The table below outlines the behaviour types that fall into the categories of yellow and red card.

Yellow Card	Red Card – sent to partner teacher
Continuing to shout out despite	Back chat (we respect all



Beaumont Lodge

PRIMARY SCHOOL

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reminders Continuing to talk despite reminders Being unkind (calling others names, excluding them) Low level disruption	individuals) Inappropriate language Hurting others Refusal (in any form) Disruption to the learning of others
Trophy Card Consistent good role model Positive attitudes to school Being a good friend and team mate Being helpful and kind	

Verbal warning – remind the child of the rule they are breaking and remind them of the correct form of behaviour expected. This discussion may need to take place away from the class.

If this continues, the child's name is put on Yellow card, which has a consequence of missing 5 minutes of break – organised within bases and then the child has a fresh start the next session. Yellow cards gained in the afternoon result in missing 5 minutes of social time at the end of the school day.

Red cards are issued for continuing to disrupt / breaking behaviour rules resulting in impact on the learning of others. Red cards result in 15 minutes of break / lunch / social time being missed by the pupil. This is managed by the teacher or partner teacher if a change of face is required.

Challenge afternoon

On Friday afternoons, teachers offer 'Fun Challenges' linked to curriculum areas e.g. Sports (orienteering?), Gardening, Art, Nature play (den building, forest schools), Knitting / Sewing / weaving, cooking, Modelling club (playdoh), Drama (green screen), Music club (make a band?), GoNoodle (Dancing), Science Club.

The activities may run over a few Friday afternoon sessions – this will depend on the activity and the age group of the class.

Children who have received yellow or red cards on Friday have the following consequence.

Afternoon Yellow cards result in missing 5 minutes of the Challenge time

Afternoon Red cards = result in missing 15 minutes of the Challenge time

A weekly review of the number of yellow and red cards pupils receive will decide on whether some pupils who persistently receive yellow and red cards need to miss some of the challenge time as outlined below.

Red = miss challenge

At least one yellow a day M-Th = miss challenge

Restorative sheet to be filled in during Challenge time with Mrs Solla – in a classroom

Trophy Card

A Superstars Disco will be held on the last Friday of a term. Pupils who have received **no** yellow and red cards that term have a disco in the hall, and then the head teacher collects 2 nominees from each year group from the hall for afternoon tea.

Informing parents

Yellow card – parents not informed unless they have received yellow cards in each session that day / several cards for a few consecutive days

Red cards – do need to be shared with Parents by the teacher at the end of the school day – where the teacher will explain that the child will be spending some time with the Head Teacher on Friday afternoon if 3 red cards have been given. During this time, the child will reflect on their behaviour and what could be done differently next time.

3 x Red cards – the head teacher will contact the parent / carer (via phone or face to face consultation) if deemed necessary. The Head Teacher will monitor improvements.

Monitoring Behaviour

Any red card behaviour needs to be recorded on CPOMs under the appropriate behaviour category. This will allow for behaviour trends to be identified and support packages put in place by the teacher in the first instance, with further support / advice being offered by the Family Support Worker or SLT member.

The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. **(See Exclusions Policy – Appendix 2)**

Sanctions – conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

The SLT will respond appropriately to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school by contacting parents, other schools or the police as necessary. This will include misbehaviour that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Any reports of such incidents should be recorded on CPOMs, under the Behaviour – Other category. This would then be managed by a member of the SLT.

Bullying

At Beaumont Lodge, we take bullying very seriously. **(See *Anti-bullying Policy, Appendix 3*)** School staff proactively gather intelligence (and record on CPOMs under the Bullying category) about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Once an incident has been recorded on CPOMs under the Bullying category, SLT will investigate further.

We work hard to tackle bullying by creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. On the school website, a bullying alert can be completed online by a child or parent. An alert is emailed directly to the Headteacher. All alerts are investigated and outcomes recorded on CPOMs.

Power to use reasonable force

Schools do not require parental consent to use reasonable force on a pupil. All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from significant disruption to learning.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Examples of when reasonable force could be used:

- To remove disruptive pupils from the classroom where time out is required to enable the remainder of the class to continue learning
- To prevent significant disruption to a school event, trip or visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- To restrain a pupil at risk of harming themselves through physical outbursts.

All staff are Team Teach trained where the priority is to de-escalate and only use reasonable force as a last resort.

Any incidents of reasonable force are to be recorded on CPOMs under the Team Teach category and an online incident form for the Social Emotional and Mental Health (SEMH) team is to be completed.

(Please see Positive Handling Policy – Appendix 4)

Support systems for Individual Pupil Need

If there is a persistent problem the class teacher, Family Support Worker and SLT will make additional arrangements (Positive Handling/Behaviour Plans) to support the pupil, in partnership with parents.

All staff working with the pupil will be informed of the arrangements, including lunchtime staff. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil.

For pupils who are having difficulties (including mental health issues) the school will provide targeted pastoral support and interventions, mentoring by adults or peers and appropriate professional counselling.

Power to search, screen and confiscate

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The headteacher and SLT have statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (***see appendix 5 Prohibited items***).

Where staff members become concerned or alerted to a potential risk, a member of the SLT is informed. The SLT will contact parents regarding the concerns and to discuss next steps.

Support Systems for staff

All staff have consulted and agreed upon the behaviour policy in order to develop consistency throughout the school. Procedures are reviewed regularly with amendments made as necessary.

It is school practice to discuss behavioural issues amongst relevant members of staff to ensure a consistent approach.

The Family Support Worker plays an active role in promoting good behaviour throughout the school, and provides targeted classroom support as and when it is needed.

Support Systems for parents/carers

School has an open-door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

In addition, there is a Parental Code of Conduct in line with this behaviour policy (***see Appendix 6***).

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff and governing body.

This document is freely available to the entire school community. It will also be made available in the school newsletter, website and prospectus.