



Beechwood
CE Primary School

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Behaviour policy

Monitoring and Review:	Executive Governance Group
Approved by:	David Peters
Signature:	
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Beechwood C of E Primary School Behaviour Policy

Beechwood CE Primary School believes that the development and encouragement of good behaviour is at the centre of a happy and effective school. It is our aim to make each stakeholder feel valued and respected. We believe that a consistent approach is important in maintaining an effective behaviour management policy. This can only be achieved through a joint partnership between governors, staff, parents and pupils.

From an early age we attempt to show the children how to develop the skills of sharing and turn taking, how to accept others' points of view, to recognise emotions in others and to understand the relationship between cause and effect in the way they behave.

We believe that positive behaviour underpins learning and we expect and reinforce good behaviour at all times. We want our school to be a happy place, a place where the children want to be, where they feel secure and where they can learn.

Our school promotes, models and celebrates the Christian values of:



In order to realise this we acknowledge and apply the understanding that each child has different needs and aptitudes. Our school routines, curriculum and pastoral care systems are all filtered through these values to ensure it remains the key focus of Beechwood C of E Primary School.

The school is divided into different phases, each phase will decide how best to ensure all children are making the correct choices. Consistent approaches across phases are:

Golden Time

This is a 30 minute enrichment club which children earn by behaving well. A new activity is chosen half-termly from a range of clubs, run by 1 teacher per club or TAs. Pupils lose 5 minutes if they have made a poor choice. If children have kept all of their 30 minutes, they can have all of their Golden Time. If they have lost minutes, they go to the hall where the EHT/ HoS or DHT will sit them in timed groups. The amount of Golden Time lost will be reported to parents using the child's planner. All staff use a Behaviour Steps Chart to record the Golden Time.

Red/Blue Hands

If a member of staff feels that behaviour is more serious, they will send a blue hand to the office, the EHT/ HoS/ DHT will respond and deal with the incident. If it is an emergency situation, a red hand will be sent, and somebody will respond immediately to the incident.

Serious Incident Forms

If an incident is deemed serious an incident form will be completed with the appropriate action identified, this form will then be held on file.

Certificates

Certificates awarded by class teachers for academic or behaviour progress. Parents are invited into school to watch their children receive their certificates during Achievement Assembly once per week.

Parents and Carers

If children are finding it difficult to make correct choices, parents or carers will be notified by the Class teacher/Phase Leader/EHT/ HoS/ DHT to discuss next steps in supporting the child. This will be monitored.

Unacceptable Behaviour and Strategies for dealing with it

Although we have a shared expectation for children’s behaviour, we recognise that pupils have different starting points along a behaviour continuum. They also develop positive behaviours at different rates and times. We aim to support pupils along this continuum, regardless of differing baselines, or issues of culture, race, gender and social background. As with their academic ability, children’s behaviours will be handled individually, where necessary. Research states that: one negative comment = ten positives. Therefore, we will use positive praise wherever possible to boost self-esteem.

We have split the types of behaviour into three: Low Level, Medium Level and Extreme. Staff must use these as they work through the Behaviour Steps Chart in their classrooms, this is outlined in the Sanctions and Procedures section.

Behaviour types

Low Level Behaviour	Medium Level Behaviour	Extreme Behaviour
<ul style="list-style-type: none"> • Shouting out without hand up. • Inappropriate clothing/make-up (usually older pupils). • Playing, fiddling, tapping. • Rocking on chair. • Being out of chair for no reason. • Talking to another when should be listening. Distracting others with low level actions. • Ignoring the teacher. • Being in the corridors at playtime without an adult. • Playing in the toilets at break. 	<ul style="list-style-type: none"> • Answering back in a disrespectful way. • Disrespecting others’ property. • Ignoring the teacher repeatedly. • Name calling. • Losing temper. • Leaving the room without prior arrangement. • Continuous low-level behaviours. • Bringing dangerous objects into school unaware of the potential to harm. 	<ul style="list-style-type: none"> • Fighting. • Stealing. • Swearing. • Racist name-calling. • Bullying. • Name-calling adults. • Physical abuse: child/ staff. • Repeated refusal to do as adult asks. • Leaving class or school with intent to evade adults. • Setting fires/intentionally causing floods. • Vandalism eg: graffiti, damaging school’s or others’ property. • Unsafe behaviour on a school visit. • Extorting money/property. • Bringing objects into school with intent to harm, eg: knives, lighters, matches. • Leading gangs. • Peer on peer abuse

Behaviour strategies

* = involve SENCO/Pastoral Care as appropriate

** = involve Executive Head teacher/ Head of School/Deputy Headteacher, who will lead actions.

Low Level Behaviour Strategies	Medium Level Behaviour Strategies	Extreme Behaviour Strategies
<ul style="list-style-type: none"> • Discussion. • State expectations. • Whisper to child. • Positive comment to another child for a desired behaviour. • Body language. • Distractions. • Re-focusing the child. • Changing an activity. • Body positioning. • Moving the child. • Verbal reprimand. • Warning. • Lose 5 mins Golden time. • Use a Quiet area. • Ignore undesirable behaviour. • Model and teach responsible behaviour (see below). 	<ul style="list-style-type: none"> • Moving a child to an isolated area. • Write letter of apology. • Time out in another class. • **Complete an incident form. • Positive Behaviour Chart. • Lose break time or part of it. • Chill out area/time outside class in sight of teacher. • **Remove objects and call parents for behaviour discussion. • **Send to Executive Head, Head of School or DHT. • *IBP. 	<ul style="list-style-type: none"> • Send to Executive Head, Head of School or DHT. • *IBP/ Connors Rating. • *Contact outside agencies, eg: BSS, EP, CAMHS. • **Call/send letter/text to parents for behaviour discussion. • Withdrawal of trips (safety issue). • Withdrawal of privileges, eg: school events. • **Parent works with child in class. • **Part-time education. • **Involve Community Police Officer. • **Exclusion.

Our Sanctions and Procedures

There are some times in the classroom when correction is necessary, even after you have taught and modelled good and responsible behaviour. We start with the premise that every day is a new day. Children should be given chances to modify their behaviour on a daily basis. However, when a child's behaviour disturbs the class and others' progress, the Steps below must be followed, consistently and fairly. A few children will need individual help if they have more severe behavioural problems. In some circumstances where behaviour is constantly at a medium level or above, an IBP will be written in consultation with the SENCO/Learning Mentor and emotional/behavioural monitoring will start. More extreme behaviour would warrant moving straight to Step 5 on the Behaviour Steps Chart below.

Behaviour Steps Chart – we follow this consistently throughout the school.

Steps	Actions (W=Warning)
Step 1 Low level behaviour	A friendly warning can be given if it is low level. Loss of Golden time can be lost on first warning. Behaviour Steps Chart to be completed.
Step 2. Low/Medium level behaviour	If there is a second incident. Isolate the child at a separate table in their own class. Golden time lost. Behaviour Steps Chart to be completed.
Step 3. Low/Medium level behaviour	If a third incident occurs, the child will be isolated in the classroom of their Phase Leader for 15 minutes. The child will be sent with work to complete and will be accompanied by adult or responsible child. The child will miss their break time and this will be spent with their teacher. Behaviour Steps Chart to be completed and parents/carers notified by the class teacher at the end of the day
Step 4. Low/Medium level behaviour	If a child continues to be uncooperative with staff at low or medium level behaviour, the child is sent to their Phase Leader. If this is not possible, a child may be sent to fetch the Executive Head/ Head of School/DHT Behaviour Steps Chart to be completed and parents/carers notified by the class teacher at the end of the day.
Step 5. Extreme	If a child continues to be uncooperative with staff at low or medium level behaviour, the child blue hand will be sent. The Executive Head/ Head of School/DHT will investigate the incident and contact parents by phone and/or letter. The Executive Head/ Head of School/DHT will decide whether to proceed to Step 5 internally exclude the child/send the child back to class with a warning. Outside Behaviour and other support agencies such as the Educational Psychologist or CAMHS will be contacted.
If extreme behaviour is shown, Steps 1-3 should be bypassed and Teacher/TA should send the child to the Executive Head/ Head of School/DHT	
Behaviour/Serious Incident.	The Executive Head/ Head of School/DHT will investigate the incident and contact parents by phone. The Executive Head/ Head of School/DHT will decide whether the child should be excluded, and this could be for a fixed period eg: Lunchtimes, 1day, 2 days, 5 days etc. Parents will be invited into school to discuss the incident and collect work for the exclusion period. In exceptional circumstances, the Executive Head may be forced to consider permanent exclusion as a last resort. The L.A. policy will be followed. Outside Behaviour and other support agencies such as the Educational Psychologist or CAMHS will be contacted if it is required.

Fixed-term and permanent exclusions

Only the Executive Headteacher has the power to exclude a pupil from school.

They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

Extreme incidents can automatically result in a fixed term or permanent exclusion at the discretion of the Executive Headteacher:

- Physically violent outburst, where harm has been threatened or has actually been caused to an individual/s
- Verbally violent outburst, where harm may be threatened to an individual/s

The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Executive Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

It is good practice to inform the LA of fixed-term exclusions of 1-4 days also.

The Executive Governance Group itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

At Beechwood C. E Primary School, exclusion proceedings will be put into place if a child's behaviour is extreme or does not show improvement. These proceedings will follow guidelines from DCSF 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units' September, 2008

Monitoring

The Senior Leadership Team monitors the effectiveness of this policy on a regular basis.

They also report to the Executive Governance Group on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The School keeps a record of any pupil who is excluded for a fixed-term or who is permanently excluded.

It is the responsibility of the Executive Governance Group to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Equal Opportunities

This policy adheres to all the principles, aims and objectives set out in the school's Equality Policy and the Inclusion Policy.