



Behaviour Policy

Date of Approval	July 2021
Date of Next Review	July 2022
Headteacher/ Head of School	Mrs T Oakley
Chair of Governors	Mr B Chilton

Aims of the Policy

At Beaver Green we aim to give our children the best possible start in life. We want them to be happy and independent learners with a natural curiosity for the world around them. We will encourage children to develop the following key skills:

- Problem solving
- Team work
- Self-management (initiative, organisation, accountability)
- Self-belief (confidence, resilience, positive attitude)
- Communication

We believe that all children should learn in a safe environment and believe they should be safe and feel safe at all times. We believe that all members of our community have the right to:

- be treated fairly and with respect
- be listened to
- be able to share ideas and thoughts without prejudice

We understand that our pupils' happiness and growth requires the presence of positive relationships. We will encourage children to show the following behaviours in all aspects of school life.

- Courage
- Respect
- Kindness

Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. At Beaver Green we believe in the power of positive and frequent praise for good and caring behaviour as an effective way of improving standards and relationships between individuals.

All adults have a duty to act as positive role models, this also includes visitors to the school. We consider the following to be best practice:

- Make the rules for classroom behaviour clear to pupils - revisit these rules at least termly
- Deal with situations in a calm, firm manner, avoiding confrontation where possible - be aware of, and control their own behaviour, including stance, body language and tone of voice
- Give frequent praise for good behaviour as well as for good work
- Use positive language whenever possible and as often as possible
- Think carefully about what language you are using and set realistic sanctions
- Where possible, try to deal with situations yourself to enhance your own credibility and authority
- Praise children who are doing the right thing as an incentive for others to follow
- Be consistent - whilst taking into account each child's individual needs
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see
- Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption

- Continually observe or 'scan' the behaviour of the class and make positive amendments as needed
- Make sparing and consistent use of reprimands
 - This means being firm rather than angry
 - Targeting the right pupil for the right behaviour
 - Ensuring it is clear that it is the behaviour that is unacceptable not the child
- Use private rather than public reprimands whenever possible
- Be fair and consistent and avoiding sarcasm and idle threats
 - This includes whole group punishments which children will see as unfair. It also means avoiding punishments which humiliate pupils

Rewards

At Beaver Green we use:

- Dojo Points as an incentive for children.
 - Children can earn individual points, group points (ie table points) or whole class points. Children will work towards a set goal and a reward will be given when children achieve these goals. Teachers will set goals that are personalised to the children in their class; this may differ between classes. In agreement with their class, teachers will design rewards that are pertinent and tailored to the class.
- Certificates
 - Two children each week will receive a certificate for one of the values. These will be given out in a weekly celebration assembly
- Contact with Parents
 - A phone call or conversation with a parent
 - This allows positive feedback to be made to a parent about their child's behaviour or learning.
 - Parents should receive a conversation at least once every 6 weeks (a term)
- Headteacher award
 - A child can be recommended for a headteacher award - these will be awarded weekly in celebration assembly. This should be for exceptional learning or behaviour.
- Stickers
 - These can be used as and when appropriate to reward either behaviour or learning

Sanctions:

Sanctions should be used sparingly but if a child continues to be unable to follow the values of the school the following should be applied:

1. Non-verbal warning
2. Verbal warning
3. Moving seats in class
4. Send to partner class
5. Send to another year group - 1 year above or below
 - If children are sent to another class they should take learning with them to complete
 - Children should be in the other class for no more than 10 minutes.
6. Miss playtime - 5 minutes max
7. Miss lunchtime - 10 mins max
 - During this time children should have an opportunity to discuss their behaviour. They should be given an opportunity to learn from their mistakes and discuss strategies on how to not make the same mistake repeatedly.

8. Child to discuss behaviour with Assistant Head teacher
 - EYFS - Mrs Wood
 - Year 1,2,3 - Mrs Hayward
 - Year 4,5,6 - Mrs Bourne
9. Child to discuss behaviour with Deputy Head teacher/SENCo - Mr Hadfield
10. Child to discuss behaviour with Head of School - Mrs Oakley

From point 4 onwards, the behaviour *must* be recorded on Bromcom and parent informed by the class teacher.

Behaviour at Lunchtime

Pupils are encouraged to move carefully and talk quietly in dining areas. If spillage occurs, older pupils are encouraged to deal with these themselves. Younger pupils are assisted by Midday Meal Supervisors and/or Teaching Assistants, who are on duty. These adults will also help younger pupils to carry trays, etc. Pupils are encouraged to display good manners to each other. Wherever possible, lunchtime staff will praise good manners.

In unfortunate cases of persistent poor behaviour, lunchtime staff should report the incidents to a Senior member of staff on duty. It is important that children are not allowed inside the school building at lunchtime as they are not supervised.

The only exceptions being:

- To go to the dining room for their lunch
- To use the toilet
- To attend clubs

Children will be expected to show behaviours that are consistent with our values whilst at lunch and during playtime. Should any child fail to follow the values they will in the first instance be asked to take some time out from play to discuss their behaviour with an adult. Should this happen consistently, a senior member of staff on duty will be spoken to and the child's behaviour will be discussed with them and their behaviour will be recorded on Bromcom. If children have repeated behaviour incidents at lunchtime, they will be required to attend a lunchtime club to support them with their social skills. Parents will be informed of this intervention.

Educational Needs and Disability (SEND) and vulnerable individuals:

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as

- Behaviour charts to enable celebration of good behaviour.
- Increased communication between home and school.
- Individual behaviour plans.
- Timetabled Thrive Practitioner intervention.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- In house support to develop self-esteem and social skills
- Lunchtime nurture group sessions.
- Adjustments to quality first teaching made to support where there is identified learning need.
- Adjusted curriculum provision.

- An adapted timetable with an agreed timescale.
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision
- Involve external professionals such as Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals are consistently implemented.
- Referral to outside agencies such as: Front Door Education Support, LIFT, the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric service, or the Virtual School for Children in Care.

Risk Assessments:

- The leadership team may judge it to be necessary to construct a risk assessment for identified children.
- These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.
- The plan will be reviewed at the end of each term or sooner if circumstances change, e.g as part of a reintegration meeting following a fixed term exclusion.
- A whole school overview is updated to reflect the number of children on these plans and with their review dates.
- If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment.
- This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities.
- This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will also be updated.

Equality Act 2010:

The governing body, the leadership team and staff will ensure there is no variation in the application of this positive behaviour policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

Reasonable force:

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. Staff would be expected to follow the Behaviour Policy in the first instance to manage an incident/challenging behaviour. Wherever possible, assistance should be sought from another member of staff before intervening.

Physical intervention may involve staff:

- Escorting a pupil
- Shepherding a pupil away
- Supportively holding a pupil to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down.

All incidents necessitating positive handling will be recorded on Bromcom and reported termly.

Incidents of Bullying

Appropriate and responsible attitudes and behaviour will be fostered by the school's programme of Personal, Social, Health and Citizenship Education. Any form of bullying will not be tolerated and children are actively encouraged to tell an adult at school or at home if they are experiencing any problems or difficulties.

See Anti-Bullying policy

Exclusions

Exclusion will only be considered after all possible strategies and resources have been explored.

Internal Exclusion

Internal Exclusion is used for serious incidents and is authorised by the Head of School or Deputy Head teacher. Internal exclusion means a period of time in school isolated from the school community. Parents and carers will be informed.

Fixed Term Exclusions

Serious or persistent breaches of the behaviour policy will result in a fixed term exclusion from school. The Head of School may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. A record of fixed term exclusions is kept and the governing body and local authority are informed each term.

Permanent Exclusion

The Head of School has the right to permanently exclude a child from school in accordance with Local Authority guidelines. The Head of School may permanently exclude a pupil for persistent or serious misbehaviour. It is also possible for the Head of School to convert a fixed term exclusion into a permanent exclusion.