

# **Beaver Green Primary School**

A proud member of Swale Academies Trust

## **Behaviour Policy (2019)**

### **Aims of the Policy**

We believe in creating an ethos where children can learn and develop as individuals within a safe environment. It is important that behaviour is managed consistently by all and that all members of the community clearly understand the expectations.

We believe that the following will enable our school community to achieve these aims:

- The creation of a safe environment.
- Clarification of expectations, roles, rights & responsibilities for all staff and pupils.
- The implementation of effective strategies, practices and relationships which emphasise consistency and fairness.
- Raising pupil self-esteem.
- Encouraging self-discipline and self-responsibility.

The school has an internal code of behaviour/ school rules which underpin our expectations of pupil behaviour. The rights implicit in these are as follows:

### **Rights of pupils**

- To be able to learn to the best of their ability without disruption.
- To be treated with consideration and respect.
- To be listened to by adults in the school.
- To know what is expected of them.
- To feel safe.
- To be treated fairly.

### **Rights of staff**

- To be treated with respect by pupils, parents and colleagues.
- To be able to teach without unnecessary interruptions.
- To feel safe in their working environment.

### **Rights of Parents**

- To be sure their children are treated fairly and with respect.
- To know their children are safe.
- To be able to raise concerns with staff and to be informed when there are difficulties with behaviour.

### **Responsibilities**

- We believe that everyone in the school community needs to take responsibility for protecting these rights.
- We believe all community members have a responsibility to act as a role model through their behaviour and actions.

## **How we encourage positive behaviour**

All staff are expected to adopt a de-escalation approach to managing challenging behaviour. When resolving issues with children the preferred method is to use the 'Restorative Justice' model. Shouting is not tolerated from any member of staff.

The school has a set of clear rules which have been written in consultation with pupils and staff as we believe that pupil involvement is crucial in promoting responsibility and accountability at child level.

The aim of the rules is to ensure all children understand what is expected of them, inside and outside of school, and to give them a visual reminder of what they can do to make the school a happy, safe and positive place to learn.

## **Beaver Green School Rules**

We do our best.

We do as adults ask.

We keep each other safe.

We treat each other with kindness and respect.

We keep our hands and feet to ourselves.

These rules are displayed throughout the school environment. They will be used as a discussion point between staff and children should inappropriate behaviour occur and should support restorative justice discussions.

Children need to be taught and to learn how to behave appropriately. They need to know that mistakes can be made and learned from. Our success is measured not by the absence of problems but by the way in which we deal with them.

## **Behaviour Management in Class**

Good planning for learning is the first step towards positive behaviour management in class. This involves clear differentiation and support as well as challenge for all groups of children. Adults should provide support for children in a positive way which build pupil self-esteem and prevents low level disruption from becoming more serious. Children, wherever possible, will be kept informed of the day's events and classes will use a visual timetable to support this practice.

Children will be encouraged through positive behaviour strategies:

## **Praise & Rewards**

Beaver Green has a focus on positive praise and reward. This list is not exhaustive - class teachers may use their own strategies and incentives in addition to those listed here. These may be used to reward individuals, small groups or whole classes working together as a team to gain a reward.

- Stickers
- Beaver Bonds
- House points
- Celebration assemblies
- Postcards sent home to acknowledge exceptional work
- Certificates - for excellent work, for good attendance, for showing positive behaviours for learning.

## **Learning Ladder**

Beaver Green places a great emphasis on the rewarding of positive behaviour for learning. In every class there is a 'Learning Ladder'. Each 'rung' of the ladder is a different colour with Gold indicating the top and red indicating the bottom (see Appendix 1).

Children's names are displayed on the ladder - either on pegs or laminated cards, for example.

When positive behaviour for learning is observed by staff in the classroom children are invited to move their name up the ladder. The Learning Ladder is solely for use inside the classroom. If children display behaviour which is not appropriate then their name should be moved down the ladder, either by an adult or by the child themselves. Please see Appendix 2 for guidance on which behaviours would be considered inappropriate and the appropriate response to this. At all times there should be a focus on want to transform behaviour into that which is appropriate and supports learning. Children should be given every opportunity to change their behaviour, with appropriate support and guidance from the adults around them.

Children should start each morning and each afternoon session back on the green middle rung (if they have been moved down).

## **Behaviour outside the classroom**

Children are encouraged to move carefully and to talk quietly when moving around the school or when having lunch together. There is no expectation that children must move around the school in silence.

Midday Meal Supervisors encourage children to develop independence - through self-selecting from the salad bar and fruit bar or when mopping up minor spillages and clearing away their own plates. Midday Meal Supervisors rewards positive behaviour during this time with stickers.

Should children run away off the premises, do not follow them in the first instance. Watch to see where they are headed. Inform a member of the Senior Leadership Team (Assistant Heads, Deputy Head, Headteacher) immediately. Children will be encouraged to return into the building in a calm, gentle manner. Under no circumstances must a child be chased as this usually results in them running further away from the safety of the school.

Class teachers may keep children in to complete work but must make sure that children get their lunch, and should avoid being alone with one child. Children must be supervised at all times. Some children will be directed to attend lunchtime clubs to enable them to have a successful lunchtime.

Sanctions during this time:

- Verbal warning.
- Sent to a designated zone on the playground for a period of time.
- Details of any incidents should be passed to the FLO in charge of lunchtime.

Midday Meal Supervisors are not required to pass details on to Class Teachers as they start the afternoon lessons.

The Flo in charge of lunchtimes will pass details of persistent poor behaviour choices to the Welfare Manager or the Senior Leadership Team who may decide that a period of exclusion from the playground.

## **Additional Behaviour Support**

There will always be occasions when some children find it difficult to work within the identified system of rewards and sanctions. These children may require an additional behaviour support plan. This will be put in place after full discussions with the SENCo and the parents of the child. The child may be placed on the SEN register. It may be appropriate to put in place a Personalised Plan or an Individual Behaviour Plan.

## **Positive Handling/Reasonable Force**

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a child hurting themselves, others or property. The scale and nature of any physical intervention must be appropriate to both the behaviour of the individual to be controlled and the nature of harm they might cause. Staff are expected to follow the behaviour policy in the first instance into manage an incident/challenging behaviour.

Wherever possible, assistance should be sought from another member of staff before intervening.

The decision about whether or not to physically intervene is down to the staff member concerned.

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 requiring physical intervention will be recorded and reported termly. For more information please see 'Use of Reasonable Force' available on gov.co.uk.

## **Incidents of bullying**

Appropriate and responsible attitudes and behaviour will be fostered by the school's 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.

## **Exclusions**

Internal exclusion is used for serious incidents and is authorised by the Headteacher or Deputy Headteacher. Internal exclusion means a period of time in school isolated from the school community. Parents/Carers will be informed if this is used as a sanction.

Serious or persistent breaches of the behaviour policy may result in fixed term exclusion from the school. The Headteacher 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 informed each term.

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

## Appendix 1

Learning Ladder Rung	Reward / Consequence
Glorious Gold	You have shown amazing behaviour for learning! Well done!  Beaver Bond awarded!
Super Silver	You have shown some great behaviour for learning!  2 house points awarded.
Green (children start here)	You've followed the rules consistently and tried your best! 1 house point awarded at the end of the school day.
Yellow	Sanction 1 applies
Orange	Sanction 2 applies
Red	Sanction 3 applies

Staff may give Beaver Bonds for brilliant work produced at any time - this does not affect the position on the ladder.

## Appendix 2: Examples of Behaviour &amp; Sanctions

Level	1	2	3
<p>Examples of behaviours</p> <p>Please be mindful of age appropriateness - what is a high level behaviour for a child in Year 6 may only be considered low or medium from a younger child due to the developmental differences.</p>		Persistent repeated level 1 behaviours (more than 2 or 3 times in a term, with previous incidents being recorded in the behaviour log and class teacher discussions already had with parents).	Persistent repeated level 2 behaviours (more than 2 or 3 times in a term, with previous incidents being recorded in the behaviour log and Class Teacher or Assistant Headteacher discussions already had with parents).
	Throwing items in the classroom (paper)	Misuse of school property including toilets. Graffiti (this includes writing on others' work).	Deliberate damage to school property (e.g. furniture thrown).
	Minor damage to property (broken ruler)		
	Not following uniform policy		
	Encouraging others to make wrong choices		
	Making a situation worse by involving others.		
	Circulating misinformation or being a bystander or joining in rather than reporting to an adult.		
	Being unkind by preventing others from joining in game or activity (without good reason)	Bullying	Repeated bullying
	Verbal unkindness to others.	Verbal insults which belittle the victim.	Racism
	Rough play which does not result in injury.	Physically hurting peers through rough play.	Intentional assault on any person.
	Invading others personal space e.g. looking over toilet door** Exposing private body parts **	Exposing others' body parts - including lifting a skirt, pulling down trousers deliberately.	
	Refusing to comply but then reengaged.	Non-compliance (following attempts by staff to re-engage)	

	Swearing indirectly (e.g. exclamation after falling over)		
	Not telling the truth the first time.	Not telling the truth (having been reminded of the importance of doing so).	
		Spitting at someone.	
	Calling out / talking over others following reminder.	Continued behaviour from stage 1.	
	Talking (when asked not to) during learning time.		
	Taking something from another child without asking (but not concealing it)	Minor theft	Major theft (items of greater monetary value)
			Absconding from given boundaries.
Consequences	<p>Reminder (stay on green)</p> <p>Verbal warning (move once down the ladder)</p> <p>Moved within class (moved down again, add to incident/behaviour log)</p> <p>Time out in another class - parents informed by Class Teacher and CT record in incident/behaviour log (moved to lowest level of behaviour ladder)</p>	<p>Sent to Phase Leader/Assistant Headteacher</p> <p>Consider being placed on fixed term report as an intervention at this point to support pupil with closer monitoring. Administered by Assistant Headteacher.</p> <p>Class Teacher informs parents of incident and sanction. Parents may be asked to meet with staff to discuss further support.</p>	<p>Sent to Welfare Team who will update/inform DHT/SENCo.</p> <p>Parents informed by DHT/SENCo.</p> <p>Outside agency support may be considered (including STLS, CAMHS etc).</p> <p>In extreme circumstances, as a last resort, fixed term exclusion or permanent exclusion may be considered. Please note: only the Headteacher may enforce an exclusion.</p>