

Beaconsfield Primary School

‘Shining a Light on Learning’



- B** - **Belief**
- P** - **Perseverance**
- S** - **Success**

Behaviour Policy

February 2017

Review date:

February 2019

Behaviour Policy and Procedures

Beaconsfield Primary School is a Rights Respecting School. The UN Convention on the Right of the Child (UNCRC) is at the heart of our policy and practice which is based on the principles of equality, dignity, respect and participation. Our behaviour policy ensures that everyone's rights are respected, protected and promoted.

Key principles

- Children need to be taught how to behave well and have good behaviour modelled by the significant adults in their lives. Children are taught about positive behaviour in a variety of ways e.g. PSHE lessons, assemblies, anti-bullying activities etc.
- We celebrate and give pupils positive recognition for good behaviour. This teaches children that they can get the attention they want, need and deserve by choosing good behaviour.
- When children behave badly we reject children's behaviour, not the children themselves.
- Good behaviour is promoted by clear expectations and systems for rewards and sanctions which are applied consistently by all adults across the school.

Children's Rights and Responsibilities

- Pupils have the right to be treated fairly and equally.
- Pupils have the right to a teacher who will provide them with consistent POSITIVE encouragement to motivate them to behave.
- Pupils have the right to a clear understanding of the systems for rewards and sanctions that are applied in school.
- Pupils have the right to be involved in creating their own classroom charters.
- Pupils have the right to be supported in developing appropriate behaviour and social skills and to be given chances and opportunities to improve their behaviour in school.
- Children have the responsibility to work to the best of their abilities and allow others to do the same.
- Children have the responsibility to treat everyone with respect.
- Children have the responsibility to obey the instructions of all school staff.

Teachers' Rights and Responsibilities

- Teachers have the right and responsibility to establish rules that clearly define the limits of acceptable and unacceptable behaviour

- Teachers have the responsibility to teach the pupils to follow these rules in school.
- Teachers have the right and responsibility to ask for support from the parents concerning their child's behaviour.
- Teachers have the right and responsibility to ask for support from the Senior Leadership Team to help them deal with pupils exhibiting challenging behaviour.

Parents' Rights and Responsibilities

- Parents have the right to be involved with and be kept informed of their children's behaviour in school.
- Parents have the right to be kept informed of school rules and expectations through the home school agreement (See Appendix 1).
- Parents have the responsibility to foster good relationships with the school and support staff in the implementation of this policy.
- Parents have the responsibility to educate their child about appropriate behaviour and encourage independence and self-discipline.

Code of Conduct

A key element of our behaviour policy is our Code of Conduct (see below and Appendix 2). It outlines the behaviour we expect from children, should be referred to regularly and applied consistently and fairly in class.

1. **We treat others how we would want to be treated, with respect and kindness.**
2. **We work to the best of our ability and encourage others to do the same.**
3. **We follow the instructions of all adults in school.**
4. **We listen carefully when others are speaking and speak when it is our turn.**
5. **We treat school property and other people's belongings with respect.**

Encouraging Positive Behaviour

Good, clear and consistent management both within the context of the classroom and outside the classroom are of paramount importance in establishing good behaviour and discipline within the school. As children spend the majority of time within the classroom, it is essential that well-organised and delivered lessons seek to secure good standards of behaviour.

Teachers will therefore:

- Develop a class charter with the children's input at the beginning of each academic year. This should be based on the rights (articles) within the UNCRC (at an age

appropriate level) and sets out the responsibilities of both adults and children within the classroom in promoting and protecting those rights.

- Know their pupils as individuals. This means knowing their names, their personalities, interests and who their friends are. This will ensure adults develop positive relationships with children and therefore manage behaviour more effectively.
- Plan and organise both the classroom environment and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such basics as furniture layout, grouping of pupils, seating of pupils, matching work to pupils' abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere.
- Continually observe or 'scan' the behaviour of the class and address low level disruption quickly and effectively.
- Be aware of, and control their own behaviour, including stance and tone of voice and model the standards of courtesy that they expect from pupils at all times. Effective practitioners analyse their own classroom management performance and learn from it.
- Refer to the school 'Code of Conduct' and the UNCRC on a regular basis, ensuring children understand the need for school rules.
- Encourage children to reflect on their own behaviour and learning skills on a daily basis and set appropriate targets during termly mentoring meetings.
- Apply rewards and sanctions consistently and fairly.
- Create a classroom culture where positive behaviour is rewarded and valued. This will include drawing attention to positive behaviours using proximity praise such as: 'Thank you for listening so nicely Tahir.' (rather than 'Stop talking Zainab').
- Make sparing and consistent use of sanctions. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats. Children should always be given the chance to improve their behaviour.
- Involve parents and carers in effective behaviour management. This involves regularly sharing successes (e.g. Ayesha concentrated so well in maths today) in addition to sharing concerns in a timely manner.

'Smileys' Reward System

It is very important that **praise** and **reward** for positive behavior should have great emphasis in our school. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failures. The children who are behaving well and 'doing the right thing' should take centre stage and be the focus of our attention.

- 'Smileys' work best when we reinforce the reason why the child has been awarded one as it is given out e.g. 'You can have a smiley for lining up so nicely.' 'You tried really hard with that piece of work even though you found it hard - have a smiley.'
- Once awarded a Smiley cannot be deducted. They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

What are 'Smileys' given out for?

'Smileys' can be given out by ANY adult in the school at ANY TIME during the school day. All adults keep a supply of 'Smileys' in our classrooms. If an adult hasn't got any 'Smileys' to hand then we can instruct the child to ask for one from their class teacher/TA the next time they are in their own classroom.

- 1) **Good behaviour/attitude.** We try to 'catch children being good' anywhere in school (the classroom, playground, corridors, assembly etc). We reward children for being polite, listening well, helping others, lining up, being honest etc.
- 2) **Good effort with their work.** A smiley can be awarded when a child has tried particularly hard with a piece of work. When marking work adults draw a smiley face inside a circle (see marking policy) and when the child responds to marking the next day they 'claim' their smiley
- 3) **Staying on green on the classroom traffic light.** A child can collect one smiley each time they have remained on green for a full day. This means the majority of children will collect 5 'Smileys' each week for staying on green.

Rewards

Each class will display a reward chart in a prominent place (copies in staff shared drive).

- Every 10 'Smileys' - stamp/sticker/tick on the class reward chart
- 100 'Smileys' - **Bronze** certificate (staff shared drive) given out in Key Stage 2 assembly and letter sent home. (Children should aim to achieve this by the end of **Autumn Term**)
- 200 'Smileys' - **Silver** certificate (staff shared drive) given out in Key Stage 2 assembly and letter sent home. (Children should aim to achieve this by the end of **Spring Term**)

- 300 'Smileys' - **Gold** certificate (staff shared drive) given out in whole school assembly and letter sent home. (Children should aim to achieve this by the end of **Summer Term**)

At the end of each term the child with the most 'Smileys' in each class will also receive a special certificate in assembly (Pupil of the term certificate).

When all the children in the class have achieved either the bronze, silver or gold certificates then the whole class can be rewarded with a treat e.g. class party, golden time etc.

Smileys in EYFS

The 'Smileys' reward system has been adapted to make it more applicable to children in Foundation Stage.

Nursery

- All children have their name on the 'Smiley Chart'.
- Smileys are given out for following the class rules and for good effort with learning activities.
- When a child is awarded a Smiley it is put straight onto the chart with the child present and the reason why it is being given is made clear.
- The expectation is that all children will get aim to get a Smiley daily.
- At the end of the week children who have 5 Smileys are rewarded by standing up in front of the class to be applauded.

Reception

- All children start with their names on the green traffic light.
- Names can be moved to the 'Golden Smiley' for extra effort / behaviour
- Names can be moved to the 'Superstar Smiley' for exceptional effort / behaviour
- If a child's name is on the 'Golden Smiley' at the end of the day, they stand up and receive a clap.
- If a child's name is on the 'Superstar Smiley', they stand up and receive a 'Superstar Whoosh'.

Dealing with Unacceptable Behaviour

Whilst our focus as a school should always be on promoting positive behaviour, we also recognise the need for a clear and consistent system of sanctions to deal with unacceptable behaviour:

Band 1	Band 2	Band 3
<ul style="list-style-type: none"> • Verbal reminders • Name on orange 	<ul style="list-style-type: none"> • Move to red (Behaviour Turnaround - KS2) 	<ul style="list-style-type: none"> • Sent to Assistant Head Teacher

<ul style="list-style-type: none"> • Time out in class 	<ul style="list-style-type: none"> • Time out in another class • Parents informed • Miss out on class rewards (e.g. golden time) • Miss some of all of break/lunchtime • Lines • Letter of apology 	<ul style="list-style-type: none"> • Meeting with parents • Sent to Head Teacher • In school exclusion • Fixed term exclusion • Permanent exclusion
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Traffic Light System

All classes display a laminated traffic light which contains the name of each child in the class. Every child begins each day on green. It is important that the beginning of a new day is a fresh start for each child.

1. If a child misbehaves then he/she will be given **two** verbal warnings. These verbal warnings **must be clear** so that the child knows exactly what they are being asked to do to improve their behaviour (e.g. I need you to stop talking and concentrate on your work).

2. After two verbal warnings the child's name is moved to the **orange light**. An explanation of why their name has been placed on orange should be given at this point. They should also be offered the opportunity to return to green (e.g. I need to see you concentrate on your work now so I can put you back to green before break time).

3. If the child misbehaves again then their name is placed on the **red light** (this will include behaviour turnaround for KS2 children).

4. The next sanction would be a period of time out in a designated area of the classroom (e.g. a table on their own) for a short period of time.

5. If the poor behaviour continues then they will be sent to another classroom for time out (this will usually be the nearest classroom of a member of SLT) with an explanation of the reason why.

It is important that these steps are followed consistently without missing any out. The exception would be for an incident of serious behaviour when a child can be moved straight to red. See below for further guidance:

Orange (Behaviour listed below could result in moving to red if repeated following verbal warnings)	Red (Serious incidents should be reported to a member of SLT)
Interrupting or calling out	Fighting/ causing injury to another child

Ignoring instructions Disrupting others Unkind behaviour Not completing work Squabbling with peers Fidgeting, rocking on chair Poking or pushing Being silly and/or noisy Bad language used in conversation** Leaving seat without permission	Racist or discriminatory language* Bullying* Threatening behaviour/language Graffiti Stealing Leaving the classroom without permission Disrespectful towards a teacher or other adult Swearing at another person in an aggressive way
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***Incidents involving bullying or discriminatory behaviour must be recorded on the appropriate proforma (see Appendix 3) and reported to the Senior Assistant Head Teacher or Head Teacher. For further information see the 'Anti-Bullying Policy'.**

****A child heard swearing will always be asked to complete lines:**

1st time - 25 lines

2nd time - 50 lines signed by parent/carer

3rd time - 100 lines signed by parent/carer and behaviour turnaround

Behaviour Turnaround

- A Year 5 child will take the Behaviour Turnaround book to each KS2 classroom before lunch time each day.
- If a name is entered in the book then the child will take it to the appropriate staff member who is on duty that day to inform them.

Structure of Behaviour Turnaround

1. The child should not be allowed to go out into the playground once they have finished eating their lunch (class teachers will be responsible for ensuring that TAs supervising lunch that day are informed about any child who this applies to).
2. The adult responsible for running behaviour turnaround that day will collect the child from the canteen once they have finished their own lunch (by 1:10pm at the latest).
3. A short and professional discussion should be had with the child about the reason why they have been placed in behaviour turnaround (this should have been made clear by the class teacher in the behaviour turnaround book). This should not be a 'cosy chat' but a calm and serious discussion about the behaviour.
4. The child should then be told to write letter of apology to the appropriate person for their actions.
5. The adult running behaviour turnaround that day will be responsible for ensuring a letter is sent home that day to inform parents/carers. When possible, class teachers will hand the

letter to the parent/carer at home time to allow a short discussion to take place about the child's behaviour. The letter should be signed by the parents to acknowledge receipt and request a meeting where appropriate.

Written records:

1. The Behaviour Turnaround book
2. Copy of letter sent to parents (to be kept in behaviour log) - see Appendix 4
3. Copy of letter of apology (to be kept in behaviour log)

Important points to remember:

- All staff must follow the 'traffic light system' when dealing with poor behaviour which gives children warnings about their behaviour and the opportunity to improve. Children should not be placed straight on red except for serious behaviour such as a bullying (which should be referred to SLT).
- Children should not be placed in behaviour turnaround for inappropriate reasons (e.g. late homework). Swearing is dealt with using lines (see above).

Consistency

All adults in school need to take responsibility for implementing the code of conduct. As adults walk around the school during the day and at lunch and play times they need to do the following:

- Always deal with inappropriate behaviour - never walk past.
- If children run - always send them back to try "walking" again.
- If children are talking to others in a disrespectful way- always intervene. Try to positively reinforce good behaviour through use of praise and recognition.
- Inform class teachers of any inappropriate behaviour you had to deal with.

Parent Meetings and Behaviour Plans

- A formal meeting involving parents, the class teacher and the Senior Assistant Head Teacher will be arranged for any child who has attended 'Behaviour Turnaround' **three or more times within a term** (records are kept in the BTA book to support staff in monitoring this).
- A meeting may also be called when concerns are raised about a child's behaviour when the usual strategies laid out in this policy have not had the desired effect. In this case, a teacher will be expected to record incidents of poor behaviour in order to monitor any trends or patterns.

During this meeting a formal behaviour plan will be drawn up. The plan will be personalised to the child but will include the following:

1. Behaviour targets
2. Strategies to support the child in meeting their targets
3. Rewards for meeting targets
4. Clear sanctions/consequences for not meeting targets
5. A review date

This behaviour plan will then be regularly monitored by the class teacher (supported by the Senior Assistant Head Teacher) and further meetings will take place to review progress. A home contact book may also be implemented to involve parents in the process.

Additional support from external agencies may be requested and a referral to the SENCo may be made if appropriate.

Physical Intervention

In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. On extremely rare occasions it may be appropriate for staff to intervene physically with or between pupils.

These include:

- Injury, or risk of injury, to another pupil
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be **proportionate, reasonable and appropriate**. All staff owe a duty of care to pupils. To take no action, where the likely outcome is that a pupil injures him/herself, or another, including staff, could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with pupils are reminded that the different behaviours can either reduce or inflame incidents.

Staff are strongly advised not to physically stop pupils from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a pupil's exit.

Remaining calm - the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening stance are important.

Awareness of Space - try to be aware of the space around you and avoid stepping into another individual's personal space. Try to take a step back.

Pacing and Chasing - angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently - or even sit down.

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly

Help Script

- Connect by using pupil's name
- Recognise the feelings
- Tell the pupil you're there to help
- You talk and I will listen
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Staff should **NOT** act in a way that might reasonably be expected to cause injury. This includes:

- Slapping, punching, kicking or tripping a pupil
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a pupil by the hair or ear
- Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground

In the event of a serious incident e.g. a fight, staff should:

- Make their presence felt - "stop fighting, stop fighting"

- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Intervene physically if confident and having assessed the degree of risk

Following an incident involving Physical Restraint, staff must complete the relevant proforma and hand to the Head Teacher (see Appendix 5).

Team Teach

Within our ARP department, some of our staff are trained to use Team Teach™. **Only staff that have had appropriate training** of team teach can use and apply these strategies.

Any child that may require physical intervention will have an individual behaviour plan which includes de-escalation techniques. Physical intervention is used as a last resort and it must be reasonable and proportionate.

- Any physical intervention used, is recorded in a book by the staff member and parents will be informed.
- Where physical intervention is used regularly, to either support a child to keep themselves and/or others safe, parents will have been notified to read and sign the child's behaviour plan.
- Team teach promotes a positive behaviour approach and staff are encouraged to support a child to a 'safe zone' rather than use intervention for long periods of time.

For more information please visit: <http://www.teamteach.co.uk/> or contact Miss Tanya Lefort (ARP Leader/SENCo).

Screening and Searching

- The school will undertake focused searches of pupil property (bags, coats etc.) where there is a reasonable suspicion of wrongdoing supported by some evidence. This may include asking pupils to empty their pockets.
- The school will not undertake routine/blanket screening of pupils and belongings.

Beyond the School Gates

- The school recognises that pupils may continue to interact with one another outside of the school day.
- Where evidence exists that pupils have engaged in acts of inappropriate behaviour (including cyber behaviours), the school will follow up, gather evidence and, if necessary, invoke sanctions from this policy.

- This will also include public actions by pupils that bring the name and reputation of the school into disrepute.

Exclusions

If a child continues to misbehave after all the above procedures have been followed then the Head Teacher may consider the following actions:

- Exclusions from lunch/break times
- Internal exclusion in another class
- Fixed term exclusion
- Permanent exclusion

Exclusions are used as a last resort and each case is treated on its merit. Only the Head Teacher has the power to exclude a pupil from school.

Exclusion procedures are detailed in the Ealing schools guidance notes and must be fully followed. **Please refer to the exclusion policy for further details.**

Appendix 1 - Home School Agreement

Appendix 2 - Code of Conduct

Appendix 3 - Proforma for incidents involving bullying or discriminatory behaviour

Appendix 4 - Behaviour Turnaround Parents Letter

Appendix 5 - Proforma for recording incidents involving physical restraint