



Beardall Fields Primary and Nursery School

Behaviour Policy

Behaviour Culture

At Beardall Fields Primary and Nursery School we believe all of our children will succeed and should feel happy, safe and valued. We aim to consciously build a culture of social norms to ensure all children are treated with respect, dignity and compassion. All staff and children will conduct themselves in a polite and courteous manner. We believe that when this happens children achieve more academically and socially.

Aims

Behaviour is the responsibility of everyone within our school community. At Beardall we aim to create a culture based on mutual respect underpinned by high expectations and a consistent approach. We want our children to know they are cared for, listened to and supported. Behaviour is a curriculum, which needs to be taught. We believe good relationships with children and adults is the strongest most effective approach. These relationships are built on clear routines and high expectations though a consistent approach.

All staff members will model/demonstrate the behaviour we want our children to exhibit. Clear routines and high expectations of behaviour will be explicitly taught with frequent reminders offered to embed expectations. Children will have positive feedback when they demonstrate the appropriate behaviour, leading to children independently making informed choices. This will lead to habitual behaviour, building and instilling character and values.

The aim of this policy is to set out our whole school expectations on creating a calm purposeful environment where children feel happy, safe and ready to learn, and where children can take responsibility for their own learning. It is founded on building positive self-esteem in all children, creating an atmosphere where all school members are valued and respected and children can achieve their full potential.

This policy sets out both rewards and sanctions. Rewards must be sincere and targeted. Sanctions must be consistent and proportionate.

Our children are expected to follow a set of rules to help keep them safe, happy and ready to learn; as well as understanding that actions have consequences. Children will be congratulated/rewarded for taking a responsibility for their own learning, becoming independent and resilient.

Expectations

At Beardall we aim to promote positive behaviour through our whole school rules. It is important to have high expectations for all of our children while recognising individual needs. Staff will ensure clear routines are established for their classroom and for when the children are around the school. These expectations will be consistently reinforced through interaction with children.

The following expectations cover all times of the school day and when/where children are representing the school:

- Show respect and consideration to everyone
- To be polite and courteous to everyone
- Behave sensibly around school e.g. move around in a sensible manner; use appropriate language, tone and volume etc
- Look after and respect own and others property
- Work hard and follow instructions

Individual classes may also have their own class rules on display using positive, child friendly language.

Good routines will be in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Moving around the school
- Break and Lunchtimes

Behaviours for Learning

As part of our behaviour culture we will teach the children what 'good/appropriate' behaviour is and why it is important. We will promote this during our weekly celebration assemblies

Children will be given Class Dojo points when they have demonstrated 'good' behaviour. Staff will explain to children why they have received the points so that children can then identify their own successful learning behaviours.

Non-Negotiables

At Beardall Fields we have a set of non-negotiable behaviours which will only be dealt with by the Head teacher or member of the SLT. These behaviours require a different response due to the significance of the harm posed to the child and to others in school.

These are:

Any acts of discrimination because of protected characteristics:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These also include

- Fighting/violence
- Bullying (see Anti-Bullying Policy)
- Verbal Abuse/Threatening behaviour
- Running away from school
 - Stealing
 - Harmful sexual behaviour
 - Vandalism
 - Malicious Allegations
 - Swearing – including the use of the word ‘hate’ directed at another person.
 - Deliberate damage to school property
 - Bringing in inappropriate items e.g. weapons, drugs, inappropriate images
 - Refusing to follow instructions and cooperate with staff

For any of the non-negotiable behaviours, these will be recorded on CPOMS, parents’ informed and appropriate action taken

Rewards

In order to promote positive behaviours children will be rewarded for following the rules. These rewards will be:

- Non-tangible e.g. A positive comment/feedback from an adult in school
- Class Dojo points – individual class winners on a weekly basis will be given a certificate for them to take home
- Celebration Assembly (weekly)

- Half-termly class rewards. These will be linked to the POWERS and will promote children in developing positive behaviours for learning where they are currently needed most.

Whole school - Good to be Green

Each class will have 'Good to be Green' cards. These will be used to promote a positive learning environment for all. Our behaviour culture is based on the idea that all children have a green card.

Correct, challenge, consequences

If our behaviour expectations are not followed the consequences will be:

- Verbal reminders/correction/challenge of low level behaviour
- Card turned to yellow – 5 mins missed play. Staff will endeavour to get children back to green quickly. A 5 minute chat/reminder may be all that is needed.
- Card turned to red – miss playtime (if near end of day go to partner class)
- Time out in paired class/phase leader classroom (up to 15 minutes)
- Where necessary, we will inform parents
- Missed red card playtimes will be recorded on CPOMS
- Time-out will be used as an instant consequence in the **EYFS stage**

Restorative conversations may involve:

- Reinforcement of rules/expectations
- Clear guidance on what will happen if the behaviour continues/repeats

Children who miss some, or all of their playtime, will be asked to stand at the edge of the designated play area to ensure they are adequately supervised. Staff on duty will manage times.

KS2

If a child in KS2 has their card turned to yellow/red during an afternoon session and needs a time out/reflection time, they are to join their paired class for the designated time.

In order to promote positive behaviour, staff will not carry over any consequence to the following day, but ensure it is carried out on the same day.

Only non-negotiable red card incident consequences may be carried over.

Break and Lunch Times

The Head Teacher or SLT should be informed of playtime and lunchtime incidents involving non-negotiables. If midday supervisors are concerned about low-level behaviours, they should inform the class teacher and seek support from the behaviour lead/SLT.

Breakfast Club and After School Club

The Breakfast and After School Club Home School Behaviour Agreement clearly sets out the rules and expectations that all children at the club must follow in line with our school rules.

The Head Teacher or SLT should be informed of any incidents involving nonnegotiables via Cpoms. If staff are concerned about persistent low-level behaviours, they should seek support from the club leader who will consult with the behaviour lead.

Behaviour Lead in School

Where class teachers are concerned about persistent low level behaviours, they must consult/seek support from the behaviour lead (Ms Ottley-Whiles).

Any incidents where red cards are given should be logged on CPOMs to allow the behaviour lead to monitor and work with class teachers to find effective ways to support. If this behaviour continues, staff will work with parents to bring about positive changes. These meetings will be recorded on CPOMS and the 'behaviour' category should be ticked.

Where behaviour continues to be an issue, a Behaviour Plan will be drawn up with the child, class teacher, parents and behaviour lead/SENCO. The focus of the plan will always be on the positive behaviour we expect around school and reward where this is happening.

SEND and Behaviour

We know that whole school systems are not appropriate for all of our children with SEND, therefore Individual Behaviour Plans will be devised for children with SEND who need them, by class teachers, the SENCO, the child and parents. These will be reviewed regularly.

Equality statement

All pupils will have equal access and inclusive rights to the curriculum regardless of their age, gender, race, ethnicity, religion, belief, disability or ability. We will plan work that is differentiated for the performance of all groups and individuals. Beardall Fields Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

Responding to Bullying (See additional Anti Bullying policy)

Bullying of any kind, verbal or physical, is totally abhorrent and unacceptable. Any incidents will be dealt with quickly and firmly.

Although bullying at Beardall Fields is uncommon, we acknowledge that bullying can occur and will always be vigilant to identify and stop any incidents immediately. Incidences of bullying will be logged and numbers returned to the Local Authority

Pupils' conduct outside of school

School staff may discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity. Non-criminal bad behaviour and bullying that occurs outside of school hours will be dealt with on a case by case basis in partnership with parents. Criminal behaviour will be reported to the community police.

Physical intervention between staff and pupils

School staff will have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others or damaging property. All staff will keep the need for any sort of physical intervention to an absolute minimum and will follow our Physical Intervention Policy that is based on the Local Authorities document 'Keeping Classrooms Safe for Learning and Teaching'. This gives specific guidance to staff on circumstances in which physical intervention between staff and pupils is acceptable or unacceptable and on how to avoid escalation of conflict through appropriate proactive use of both verbal and non-verbal communication.

Incidents of physical intervention will be recorded. Appropriate members of staff have received training on approved Coping with Risky Behaviour techniques. Other key staff will receive regular guidance on the use of physical intervention from appropriate members of staff i.e. SENDCO

Screening and searching pupils

Taken from the DFE Guidance - Searching, Screening and Confiscation (July 2022) *Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.*

Taken from the *Behaviour and discipline in schools - Advice for headteachers and school staff (January 2016)*, there are two sets of legal provisions which enable school staff to confiscate items from pupils:

'The general power to discipline' and the **'Power to search without consent'**

At Beardall Fields, staff may confiscate items that are of high value, deemed inappropriate, are against the school policies or are causing an issue.

Staff can search a pupil without consent, for prohibited items which may include any article that has been used or is likely to be used to commit an offence, personal injury or damage to property. Any search undertaken by staff must be carried out in line with the school's safeguarding policy.

The teacher should use their discretion, whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – phone call.

Staff do have the Power to search without consent for “prohibited items” including: •
knives and weapons

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- Vapes/e-cigarettes
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

If any of these prohibited items are found as a result of a search, then the individual’s parents/carers will be contacted and asked to come into school to remove the items from the school site.

Exclusions

This sanction will be employed only in situations where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. Before a child is excluded, a range of positive strategies will be employed. A permanent exclusion can be given for a first offence, for example, involving violence, after the Head Teacher has given careful consideration to the incident in question.

Such action will be exceptional and generally relate to extreme behaviour.

Only the Head Teacher (or Deputy Head Teacher in the Head’s absence) can exclude a pupil. Each fixed term exclusion will be considered on its own merits. The Head Teacher and Governing Body will have due regard for the most recent DfE and Local Authority guidance when dealing with these matters.

Exclusions, either permanent or fixed term are very exceptional and will only be used when there is no alternative.

Monitoring and Review

The behaviour lead will be responsible for monitoring the implementation of the Behaviour Policy. This policy will be reviewed with all staff and children at the start of a new academic year and agreed at the Autumn Term full governing body meeting.

Written: September 2023

Reviewed date: December 2024

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