



Beecroft Garden  
**PRIMARY SCHOOL**

# BEECROFT GARDEN PRIMARY SCHOOL BEHAVIOUR POLICY

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Policy to be reviewed again on:

## **Introduction**

Children's learning in all areas, academic, social and personal is best supported in a school environment where children feel happy, safe, valued and motivated to achieve.

At Beecroft Garden we strive to create a positive learning environment that ensures our approach to behaviour management is consistent and understood by all staff, pupils and parents.

## **Aims**

The aim of this policy is

- to outline the schools' expectations of behaviour
- to ensure we promote the very best behaviour
- To help children become positive and responsible members of the school and wider community

## **The children's responsibilities are:**

- To know the Golden Rules and to keep them
- To respect differences and value everyone's contribution
- To behave in an orderly and calm manner
- To do as asked by adults in the school
- To help in making the school a safe and pleasant environment
- To use 'The Three Steps' to sort out problems

## **The adults' responsibilities are:**

- To treat all children fairly, equally and with respect
- To value each child's contribution to the school
- To create a safe and pleasant environment for learning
- To regularly set out expectations of behaviour
- To keep an up-to-date record of behaviour
- To plan quality learning tasks which engage and motivate learners
- To recognise that each child has individual needs
- To help each child to achieve his or her best
- To have weekly circle time and discuss behaviour regularly
- To address incidents of misbehaviour and support children to improve their behaviour
- To model positive relationships
- To reflect our school values

## The parents' responsibilities are:

- To be aware of the school rules
- To celebrate their child's achievements and show an interest in their school life
- To ensure that children arrive at school on time
- To work with the school to model high expectations of behaviour
- To work with the school to support us in improving children's behaviour
- To act promptly at the request of the school in the instance of a discipline problem
- To support the school's decision when applying consequences

## Expectations

We believe that good behaviour is essential to enable pupils to achieve their full potential.

Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour.

No pupil will be allowed to behave in a manner which adversely affects the learning opportunities of others.

It is important for children to be aware of their behaviour and its impact on others, so pupils need to take responsibility for their behaviour and be actively involved in finding solutions to behavioural problems.

The school has a set of **golden rules** of behaviour which are aimed at promoting respect, honesty and good relationships, so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically and to be happy:

**Do be gentle**  
**Do be kind and helpful**  
**Do work hard**  
**Do look after property**  
**Do listen to people**  
**Do be honest**

Do not hurt anyone  
Do not hurt people's feelings  
Do not waste your and other people's time  
Do not waste or damage things  
Do not interrupt  
Do not cover up the truth

The school expects every member of the school community to behave in a considerate way towards others.

Central to this is choice: we refer to good choices and bad choices. By using the language of choice we...

- promote self-management of behaviour and enable some reflection on what behavioural choices exist
- avoid labelling children – instead we refer to the choices we all make and that we should always try to make good choices

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Children are encouraged to make good choices at all times.

We firmly believe that the best way to ensure high standards of discipline is to recognise achievement and celebrate success. To support this we believe the school needs a system of rewards for good and improving behaviour and sanctions where standards fall below our expectations. These rewards and sanctions must be applied consistently and fairly.

## **Rewards**

At Beecroft Garden we believe that it is important that children know that their good behaviour is acknowledged. Rewards reinforce and sustain good behaviour and encourage other pupils to behave well.

Rewards include: verbal praise and acknowledgement, smiles, postcard home, being sent to another adult for acknowledgement, "Star of the Week" certificates, "Golden Tickets" to celebrate our school values, reward toys, sharing success with the class, recognition in assembly, being chosen for roles of responsibility, etc. In order to promote a sense of community and belonging, each class will also work towards an agreed shared target which will be rewarded at the end of each half-term.

## **Sanctions**

Beecroft Garden employs a number of sanctions to reinforce the rules of behaviour and to ensure a safe and positive learning environment.

We employ each sanction appropriately to each individual situation and ensure that sanctions are related, respectful and reasonable. Sanctions demonstrate that misbehaviour is not acceptable, demonstrate the disapproval of the school community and deter others from similar behaviour.

Sanctions can range from a warning, to being asked to move, to time-out in another class, Red Zone, to meeting with parents or (in extreme circumstances) to exclusion. We have a clear framework which we all use to ensure consistency across the whole team. [**Appendix 1, Consequences to Behaviour Hierarchy, Appendix 2, Behaviour Monitoring at Beecroft Garden and Appendix 3, Exclusions**].

## **Restorative Approach**

We use a restorative approach in order to resolve conflict.

It promotes being honest, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability.

It is based on four key features:

**RESPECT** – for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY** - taking responsibility for your own actions

**REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

**RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem.

Restorative justice focuses attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone is given the same opportunity to speak.

Children are encouraged to resolve issues using The Three Steps:

## **The Three Steps**

The children face each other, or sit in a circle, and talk directly to each other. They take turns to speak...

1. They say what the other person did to upset them.
2. They tell that person how it made them feel!
3. They tell the person how they would like them to behave in the future

## **Special Needs**

Whilst every effort is made to ensure our procedures support children to make good choices, we know that some children have additional needs. When this happens we will work closely with parents/carers to provide additional interventions which may include...

- establishing an individual behaviour plan
- support from the Pastoral Support and Learning mentor
- targeted interventions
- working with external agencies

Agreed:

Review:

# Behaviour Policy Appendix 1

Level	Behaviour	Action
1	<p>Calling out / constant chatting            Interrupting, silly noises            Ignoring instructions            Pushing in line            Wandering around the classroom            Not following established procedures</p>	<p>Rule reminder            Planned ignoring            Objects to be picked up by child and handed to teacher            Proximity praise to others            Teacher 'look' or agreed visual signal</p>
2	<p>Repeat occurrence of Level 1 behaviour after reminder            Refusing to work            Throwing / flicking small objects to be irritating / silly            Answering back            Disrupting teaching and learning            Rude / inappropriate responses            Rude /threatening gestures            Taunting / teasing / winding up            Name-calling / cussing            Rough play            Being a bystander to any of the above / below</p>	<p>Warning and choices            Rule / consequence reminder            Children asked to move/isolated in class            Apology (written or verbal)            Time taken from break/lunch to complete work            Casual chat with parent            Follow-up conversation            Walk with member of staff in playground</p>
3	<p>Continued repetition of any of above            Deliberately aiming and throwing objects at someone            Walking away when being spoken to            Leaving classroom without permission            Harming someone            Intimidating others            Being openly disrespectful to others (swearing, kissing teeth)            Damage to property            Swearing at someone            Being a bystander to any of the above</p>	<p>Time out in other classroom (always followed by discussion in child's own time)            Teacher may inform parents            Loss of break KS1            Red zone in KS2            Repeated 3's use of home school contact card / behaviour book</p>

4	<p>Continued repetition of any of above</p> <p>Fighting/ biting / harm to others</p> <p>Throwing dangerous objects</p> <p>Complete non-compliance after above measures employed</p> <p>Serious damage of property</p> <p>Threatening physical violence</p> <p>Sexualised behaviour (not age appropriate)</p> <p>Stealing</p> <p>Storming out of class</p> <p>Racist / homophobic name calling</p> <p>Being a bystander to any of the above</p>	<p>Child sent to SLT member</p> <p>Exclusion at lunchtime</p> <p>Removal from playground / classroom</p> <p>Meeting with parents, teacher and senior staff and exclusion for lunch times for a week if 2 or more in a week</p> <p>Privileges may be removed</p> <p>Involvement of learning mentor / SENCO</p>
5	<p>Continued repeat of any of the above after behaviour support plan implemented</p> <p>Extremely violent behaviour/serious harm to others</p> <p>Verbal or physical abuse to children</p> <p>Verbal / Physical abuse to staff</p> <p>Leaving school premises</p> <p>Being a bystander to any of the above</p>	<p>SLT called to withdraw child</p> <p>Office / police informed (runners)</p> <p>Behaviour support plan</p> <p>Meeting with parents and fixed term exclusion</p> <p>Referral to outside agency</p> <p>Possible permanent exclusion</p>

Level	Playground Behaviour	
1	<p>Ignoring instructions.  Pushing in line.  Throwing objects to be irritating / silly.  Not following established procedures.  Interrupting other children's games.</p>	<p>Rule reminder  Proximity praise to others</p>
2	<p>Repeat occurrence of Level 1 behaviour after reminder.  Answering back / walking away.  Rude / inappropriate responses.  Rude /threatening gestures.  Taunting / teasing / winding up.  Name-calling / cussing. Rough play.  Throwing food.  Being a bystander to any of the above</p>	<p>Warning and choices  Rule / consequence reminder  Children moved to another part of the playground  Apology (written or verbal)  Casual chat with parent  Follow-up conversation  Walk with member of staff</p>
3	<p>Continued repetition of any of above.  Deliberately aiming and throwing objects at someone.  Intimidating others.  Damage to property.  Swearing / Kissing teeth at someone.  Being a bystander to any of the above</p>	<p>Time out in playground  Teacher may inform parents  Exclusion from an area of the playground  Loss of break KS1 / Red zone in KS2  Repeated 3's use of home school contact card / behaviour book</p>
4	<p>Continued repetition of any of above.  Fighting/ biting / harm to others.  Throwing dangerous objects.  Complete non-compliance after above measures employed.  Serious damage of property.  Threatening physical violence.  Sexualised behaviour (not age appropriate). Stealing.  Racist/homophobic name calling.  Serious incident in playground.  Being a bystander to any of the above</p>	<p>Child sent to SLT member  Exclusion at lunchtime  Removal from playground / classroom  Meeting with parents, teacher and senior staff and possible internal exclusion if 2 or more in a week  Privileges may be removed  Involvement of learning mentor / SENCO</p>
5	<p>Continued repeat of any of the above after  Extremely violent behaviour / serious harm to others.  Physical or verbal abuse to children.  Verbal / Physical abuse to staff.  Leaving school premises.  Being a bystander to any of the above</p>	<p>SLT called to withdraw child  Office / police informed (runners)  Behaviour support plan  Meeting with parents and fixed term exclusion  Referral to outside agency  Possible permanent exclusion</p>

A bystander is defined as someone who is present at the time of an incident and does not become involved when someone else needs help. A bystander does not actively initiate the

incident or usually actively take part. The bystander can take on several roles. Consequences will be give to bystanders acting as 'assistants' (joining in and assisting negative behaviour) or reinforcers (who give positive feedback and provide an audience by laughing and encouraging).

# Behaviour Policy Appendix 2

## Behaviour monitoring at Beecroft

<b>In behaviour book at level 3+...</b>	<b>Follow up</b>
...3 times within a half term	First Behaviour Letter informing parent of school concern
...2 more times (5 in total this half term)	Second Behaviour Letter Requesting meeting with parent + class teacher Home school communication cards /books can be introduced.
...1 more time (6 in total this half term)	Third Behaviour Letter Requesting meeting with parent + SLT. Home school communication cards / books introduced.
...1 more time (7 in total this half term)	Fourth Behaviour Letter Internal exclusion Further meeting with SLT Behaviour support plan / TAC organised.

All behaviour letters will be copied into a child's school record folder.

Children who reach a level 4 twice in a week will automatically receive an internal exclusion.

Home school communication cards / books should be introduced following all internal or external exclusions.

Repeated internal exclusions for the same behaviour can result in a fixed term exclusion.

# Behaviour Policy Appendix 3

## Exclusions

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's behaviour policy
- If allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the member of SLT who is acting in that role.)

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned.

Before deciding whether to exclude a pupil either permanently or for fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the school policies
- Allow the student to give her /his versions of events
- Check whether the incident may have been provoked.
- Take into account any SEN that may have an effect on behaviour

## Exclusion Procedure

Most exclusions are fixed term and are of short duration. The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

Parents / carers will be contacted immediately and a letter will be sent by post giving details of the exclusion and the date the exclusion ends. They have a right to make representations to the Governing Body and the local authority as directed in the letter.

The governors have arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

The governors have arrangements to promptly review permanent exclusions and all fixed term exclusions that would lead a student to being excluded for over 15 days in a school term or missing a statutory examination.

During the first five days of a fixed term exclusion, where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises or in any public place and that daytime supervision is their responsibility. Work will be provided by the class teacher. From the sixth day the governing body will arrange suitable full time education for any pupil of statutory school age.

A return to school meeting will be held following the expiry of the fixed term exclusion.

## **Permanent Exclusion**

The decision to exclude a pupil permanently is an extremely serious one. There are two main reasons for permanent exclusions being considered:

- The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant behaviour.

or...

- When a serious criminal act has been committed; the school will involve the police in any such offence.