



Behaviour Policy

October 2020

Ratified by Governors	October 2020
Signed - Headteacher	
Signed – Chair of Governors	
Next Review Date	October 2023

Behaviour Policy

Introduction

Behaviour is what happens when people interact with each other so schools are inevitably full of behaviour between children and adults. Thinking about behaviour management, demands that we think about the social, emotional and moral development of the children at our school, but also at the influence of adult communication and school infrastructure and ethos. Learning does not happen in a void – and the way pupils and adults behave has a profound effect on all the work that is undertaken.

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- Special Educational Needs and Disability (SEND) policy
- Single Equality policy
- Safeguarding and Child Protection policy

Governing Body's Statement of Behaviour Principles

- **School ethos**
We aim to be a warm and welcoming school where every member of the school community feels happy, valued and respected. We want to be a caring community with mutual trust and respect for all. We believe that people who feel safe, valued, cared-about and successful tend to respond in more positive and appropriate ways, reflected in their choices and behaviour.
- **Equal opportunities**
The school expects every member of the school community to behave in a considerate manner towards others. We treat all children and adults fairly and apply this policy without prejudice.
- **Positive relationships**
We aim to build effective, supportive relationships. These positive relationships help us to work together and learn well and are based on kindness, respect, understanding and cooperation.
- **Fostering good behaviour as the default setting**
We want to create a safe and positive school environment, which encourages and reinforces good behaviour. The school promotes and rewards good behaviour and know that honest praise is essential to nurturing, motivating and engaging children in this process. Throughout the school, all stakeholders (staff, pupils, parents, visitors) should endeavour to 'catch' and reward good behaviour. There should be appreciation of the efforts and contribution of all and a recognition and celebration of success in everyone.
- **Growing to independence and self-discipline**
We want children to become positive, responsible and increasingly independent and self-disciplined members of the school community. We believe that children should be given a sense of personal responsibility for their own choices and actions: we encourage them to become more self-aware and self-reflective and to learn to make their own good choices.
- **Adult models**
We expect adults to promote high standards of behaviour through example: modelling high levels of honesty and courtesy in their dealings with children and to each other. Shouting at pupils is usually inappropriate as a tactic to modify poor behaviour – it is both ineffective and poor modelling.

- **The curriculum and attitudes to learning**

We want to provide a stimulating, challenging and creative curriculum that inspires and motivates children and harnesses their desire to learn. We aim to develop confident individuals who are prepared to take risks in their learning and teaching. We expect children and adults alike to do their best. Every child has the right to learn but no child has the right to disrupt the learning of others.

- **Shared school values and acceptable standards of behaviour**

We aim to clearly define acceptable standards of behaviour at school. Children bring to school a wide variety of behaviour patterns based on differences in home ethos, attitudes and parenting skills. We believe that the management of children's behaviour at school should reflect the shared values of the school. We state our values clearly, we value: understanding, thoughtfulness, tolerance, patience, respect, responsibility, love and friendship, honesty and co-operation. Unacceptable behaviours include: bullying, aggression, swearing, rudeness and stealing. We aim to help children develop the ability to control their feelings, take turns and share, learn to interrupt only if appropriate, listen and respond immediately to the teacher's voice, work independently and cooperatively, work without disturbing others and work consistently with their best effort.

- **Mutual respect**

We aim to create a climate of mutual respect between pupils, staff and visitors and a proper concern and respect for the shared school environment and wider community. We believe that where the ethos of the classroom and school is positive and mutually respectful, children's self-esteem grows and teaching and learning leads to achievement and further improved self-esteem - a virtuous circle.

- **The learning environment**

Classroom management and teaching methods are an important influence on children's behaviour. Classroom environments should be organised to promote good on-task behaviour and learning. Routines are powerful tools in helping children to create the right conditions for learning, reducing friction between children and adults and for changing negative behaviour. These should be established and maintained, but also reviewed regularly.

- **Staff development**

We promote and encourage the continual professional development of all staff to build on their understanding of working with children with social, emotional and behavioural difficulties and review our practice regularly.

- **Working with parents and carers**

We want to develop a working partnership with parents/carers, recognising and respecting important factors in the home life and experience of the child and family, and, through dialogue, support parents/carers to take a proactive and confident role in managing their child's behaviour and needs. We inform parents/carers at an early stage if we have concerns about their child's welfare or behaviour and given an opportunity to discuss the situation. Parental support is sought in devising a plan of action to support their child. The school communicates policy and expectations by publishing this policy on the school website and through school newsletters from the Head teacher.

- **Consistency**

We aim to encourage consistency of response to both positive and negative behaviour – this is important to reinforce the 'fairness' and impartiality of rules. We recognise that there sometimes individual circumstances that can demand variance and reserve the Head Teacher's flexibility to respond to these situations with due regard.

- **Discipline**

We believe that good discipline can be clear and firm, yet supportive and that children and adults feel more secure where they know there are consistent and fair boundaries. Whilst serious misbehaviour is very rare at Beckley, we want to help pupils change their anti-social behaviour as it causes them and others unhappiness. We aim to help children to learn different choices for solving difficulties which enable them to feel safer in their ability to manage emotions, feelings and behaviour and to secure more positive responses.

- **Positive Consequences (Rewards)**

Our emphasis is on rewards to reinforce good behaviour, rather than on failure. Rewards have a motivational role, helping to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. The reason for praise must always be made explicit. Rates of praise for behaviour should be as high as for work. Rewards may also be recognised by Housepoints being awarded, Golden Time and by certificates and other accolades in assembly.

- **Negative Consequences (Sanctions)**

Realistically, there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the stability and security of the school community. In an environment where respect is central, loss of respect or disapproval is a powerful punishment. The use of sanction is characterised by certain features:

- A warning is given if possible
- It is made clear why the sanction is being applied and what choices are required to avoid future disapproval
- A Conduct mark may be issued (a culmination of three within a week will result in a visit to the Headteacher)
- Other sanctions range from expressions of disapproval, through withdrawal of privileges (e.g. loss of Golden Time or playtime)
- Ultimately, as a last resort, exclusion may be necessary (see Exclusion Policy).

- **Inappropriate behaviour that may lead to exclusion**

This list is for illustrative purposes only and is by no means exhaustive:

- Persistent disruptive behaviour
- Physical acts or acts of violence
- Bullying
- Racist abuse
- Damage
- Theft
- Inappropriate language

Group punishment is avoided as it breeds resentment and there is a distinction between minor and major offences. Staff ensure that it is the behaviour rather than the person that is punished.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate any contributory factors. Additional specialist help and advice via the Educational Psychologist or Child and Adolescent Mental Health Services may be necessary.

- **Safeguarding**

We must consider whether the behaviour under review gives cause to suspect that the child is suffering or likely to suffer significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs: at this point, the school should consider whether a multi-agency assessment is necessary.

- **Safety & restraint**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the activity will be stopped and appropriate steps taken to de-escalate the risk. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98

Relating to section 550A of the Education Act 1996 (The use of force to control or restrain pupils) and have received appropriate training. Staff would only need to intervene physically to restrain a child to prevent injury to that child or another. Any actions taken are in line with government guidelines.

- **Monitoring**

The head teacher monitors the effectiveness of this policy on a regular basis and reports to the governors, making recommendations for further improvement where needed.

Roles, Rights and Responsibilities

Pupils

- It is the responsibility of us all, pupils included, to make good choices leading to them behaving well and building and maintaining good relationships.
- They should abide by all school rules
- They should abide by the set of class rules they make in negotiation between the class and the teacher at the beginning of the school year. These are kept to a minimum, are positively stated and consistently applied and enforced and should be displayed prominently in the classroom and referred to when necessary.

A set of class rules typically includes:

1. Be kind
2. Respect other people
3. Look after your own possessions and school property
4. Move safely around the classroom and school
5. Listen and follow instructions

Class teacher

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. It is a priority to reward and praise good choices in order to reinforce good behaviour (including but not exclusively following rules) and positive relationships. We must guard against complacency and not noticing and rewarding the quiet and well-behaved.

Specific responsibilities of the class teacher are to:

- Praise children on individual/group basis, making explicit why
- Follow sanctions system, making explicit what rule has been broken and always recording the incident
- Be consistent with all consequences
- Treat each child fairly and with respect and understanding
- Apply these principles, roles and responsibilities within their class and around school
- Be a positive role model by demonstrating good relationships throughout school
- Having followed regular procedures and consequences, seek help and support from a colleague (eg member of the Leadership team)
- Liaise with external agencies as necessary to support and guide the progress of each child
- Report to parents about the child's social and emotional aspects of school life, including behaviour and relationships.
- To inform parents immediately if they have concerns about a child's behaviour or welfare.

Support Staff

It is the responsibility of TAs, office staff and all other adults in school to support the head teacher and teachers in meeting the objectives of the school behaviour plan. As with teachers, a key priority is to reward and praise good choices and positive relationships.

Head teacher

In addition to the above, it is the responsibility of the head teacher to:

- Disseminating the policy to pupils, staff and parents on at least an annual basis

- Providing leadership and support the staff in the implementation of the policy, and by setting the standards of behaviour in the school
- Implement the policy consistently throughout the school and to report to governors when requested on its effectiveness (under the Schools Standards and Framework Act 1998)
- Ensure the health, safety and welfare of all children in the school
- Maintain a record of all reported serious incidents of misbehaviour
- Issue fixed-term suspensions to individual children for acts of serious misbehaviour and for repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both of these actions are decisions of the head teacher and are only taken after the school governors have been notified.

Parents

The school works collaboratively with parents to give children consistent messages about how to behave. We aim to develop a supportive dialogue between home and school.

We expect parents to:

- Be aware of school rules (often communicated to parents) and how to support them
- Co-operate with the school
- Support their child's learning
- Support the school's decision when applying consequences to deal with any specific incident or issue.

If parents have concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors

The governing body has the responsibility of setting down these general principles and guidelines on standards of discipline and behaviour and in reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines. However, the head teacher has the day-to-day authority to implement the school behaviour and discipline policy and to make individual disciplinary decisions. Governors may give advice to the head teacher about particular disciplinary issues.

They also have the responsibility to deal with allegations against teachers and school staff quickly, fairly and consistently in a way that protects pupils but also supports the person subject to the allegation.

Covid-19 Amendment

In response to the Covid-19 pandemic, the following additions have been made to our behaviour policy. All of the following expectations have been put in place to ensure the safety of our whole school community.

Additional expectations of children

Social distancing

- Stay in your own seat in the classroom or sit in the space you have been asked to.
- Keep a sensible distance from other children as you move around the classroom/school or when lining up.
- Put up your hand if you want to speak to the teacher instead of moving from your seat.
- In the playground, **as much as is reasonably possible**, stay apart from other children. This means not playing contact games such as TAG.
- Do not enter the bathroom if there are more than 2 people in there.

- Stay in your class bubble. This means you stay apart from children and adults in other bubbles.
- Follow the instructions by staff on moving around the school.
- When outside, only play in the area that you have been told you are able to.

Infection control

- **You must not (or even threaten to) cough or spit toward any other person.**
- Do not share equipment - you will have your own set of resources to use.
- Do not share water bottles.
- If you need to sneeze or cough, use a tissue and the 'catch it, bin it, kill it approach'. If no tissue is available, sneeze or cough into the crook of your elbow.
- Wash your hands with soap and water for 20 seconds when you have been asked to do so.

Illness

- If you feel ill at home you must tell your parents immediately.
- If you feel ill at school you must tell a teacher immediately.

Children will be given reminders of these expectations throughout the day as we understand that these expectations are new and may not come naturally at first, especially to the younger children. However, we must ensure that these expectations are adhered to as much as is **reasonably** possible in order to keep our children and staff safe.

Deliberate non-compliance with these expectations will be taken seriously and parents will be contacted immediately if we feel that any child is deliberately placing children or staff at increased risk.

This amendment follows guidance as published by the Department for Education.