



Beech Hill School

**A Positive Behaviour Policy
Updated September 2018**

AIMS

- To establish a clear set of responsibilities for all those who teach, work and learn at Beech Hill School.
- To promote positive attitudes amongst everyone at Beech Hill School.
- To reward positive behaviour.
- To create a climate in which all feel secure and everyone is aware of their obligations regarding acceptable behaviour.

This code of behaviour should be fairly, firmly and consistently applied by all staff.

PUPILS' RESPONSIBILITIES

The most important rule to remember for all of us at Beech Hill School is:-

We will act with courtesy and consideration to others at all times. We are responsible for our own actions.

This means that we will:-

1. Always make it as easy as possible for everyone to learn and for the teacher to teach.
2. Move sensibly and quietly about school.
3. Speak politely and quietly to everyone (even if we feel bad tempered!).
4. Keep our school clean and tidy so that it is a welcoming place we can all be proud of.
5. Always remember that when we are on visits the school's good name depends upon the way we behave.
6. Respect other people's property at all times.
7. Respect other people's ideas.
8. Keep our toys at home.
9. Only wear jewellery at school that is not dangerous, i.e. ear studs or sleepers.
10. Not bring sweets or crisps to school.

STAFF RESPONSIBILITIES

All staff employed at the school have a responsibility to consistently apply this behaviour policy at all times. This includes, for example, times when staff are not in classrooms, when they are moving around school and when they are with children who may not be in their class.

PARENTAL RIGHTS AND RESPONSIBILITIES

Parents have the right to know about how their child is behaving at school. School staff and parents work together to promote and value appropriate behaviour. An individual's behaviour and attitude to learning forms an integral part of the parent / teacher interview that takes place at parents' evening. Informal discussions between parents and teachers may take place on a more regular basis. If a child's behaviour becomes a barrier to their learning a discussion will take place between teachers and parents and that child **may** be given an Individual Behaviour Plan.

REWARDS

The overall responsibility for children's behaviour rests with the class teacher.

We agree that we will emphasise positive behaviour by rewarding success rather than focusing on failures and shortcomings.

It is important that the positive aspects of praise and reward should have great emphasis. Good discipline is based upon high expectation, the setting of consistently high standards and common agreement of responsibilities. A 'mission statement' setting out aims and expectations should be agreed at the beginning of the year by each class and clearly displayed and referred to routinely.

Children respond better to systems which recognise their difficulties and strengths.

Rewards

Positive behaviour can be rewarded in a number of ways:

- Praise from staff
- Class rewards
- Good work to be put on Seesaw
- 'Notes / Texts home' to recognise and award good progress. Behaviour and work should be issued as appropriate by teachers / support staff / mid-day supervisors to be taken home and shared by parents.

- Pupil of the Week (Headteacher's Award) to be awarded to one child from each class every week for presentation in a Friday celebration assembly. A note **must** go home prior to the assembly inviting parents to attend the assembly (name displayed on weekly newsletter sent home on Thursday).
- Displaying pupil's work around school, publishing on website, publishing in the Newsletter.
- Sending a pupil to a member of the management team to celebrate achievement (Headteacher / Deputy Head Stickers, Sparkly pencils)
- Where the behaviour of the whole class has been of a consistently good standard, teachers may reward the whole class
- Lunchtime stickers
- Half termly merit badges for outstanding behaviour. Termly treats for children who have received 2 merit badges.

SANCTIONS

Sometimes there is need to impose sanctions in order to register disapproval of unacceptable behaviour or refusal to comply with the agreed responsibilities. When a child is giving cause for concern the most powerful sanction is disapproval. In serious cases, consideration must also be given to the education, welfare and safety of other children and the welfare and safety of staff when deciding on the appropriate sanction. Expectations should be clearly displayed in classrooms and communal spaces (halls and corridors). Class behaviour procedures should be reflected by a clear visual display that all children can understand and access.

Throughout all the stages parents and teachers should work in partnership.

When behaviour is giving cause for concern the following procedure steps will be followed:

step	Examples of behaviour	Sanction / Punishment/ Reward
0	We are all learning	<ul style="list-style-type: none"> • Praise from teacher and other adults (praise pads KS1) • Class reward from teacher • Good work/praise put on Seesaw • Sent to SLT for praise • Merit Badge for being on 0 for most of half term. • Merit Treat for 2 merit badges
1	<ul style="list-style-type: none"> • Talking on the carpet • Talking in a line going into assembly • Calling out • Talking whilst the teacher is talking • Stopping my partner from working • Running along the corridor • Dropping litter • Not being prepared for lessons • Forgetting Reading Record in KS2 • Being out of your seat when you shouldn't be • Defacing Books – not taking pride in presentation • Not completing Homework in UKS2 • 	<ul style="list-style-type: none"> • Verbal warning • Persistently not completing homework- to attend Homework club on Friday afternoon
2	<ul style="list-style-type: none"> • Repeating any of the above behaviours • Not acting on a request from any adult • Unsatisfactory Work or not completing work • KS2 forgetting PE Kit/ Swimming kit – 3 times in a half term <p>Refer to the Behaviour Toolkit Flow chart or Team Leader</p>	<ul style="list-style-type: none"> • Work not completed in class to be completed at playtime / lunchtime (class teacher to supervise) • 5 minutes of playtime or lunchtime to be missed (at the teacher's discretion)
3	<ul style="list-style-type: none"> • Repeating any of the above – capped at 3 refer to Behaviour Toolkit Flow Chart or Team Leader • Saying hurtful things to another child • Hurting another pupil on purpose • Being rude to another child 	<ul style="list-style-type: none"> • Teacher rings home or speaks to parents at the end of the day • Work to be completed at playtime / lunchtime (class teacher to supervise at playtime) • Sent to another class to work for timeout – At SLTs discretion • Playtime to be missed (sent to DHT/AHT) or 15 minutes at lunchtime (Mrs Lee) <p>Year group Learning Mentor to monitor persistent step 2/3 children and use Behaviour Toolkit Flow Chart</p>

4	<ul style="list-style-type: none"> • Deliberately with intent damaging equipment (e.g. throwing / breaking/ spoiling / tearing a book) • Refusal to work-defiance • Taking other people's property on purpose • Bullying • Racial Name Calling • An act of aggression or verbal violence towards anyone • Being extremely disrespectful to any member of staff • Spitting at someone • Swearing at another child or vulgar use of language 	<ul style="list-style-type: none"> • You will be sent to Mrs Bowling/Miss Brambani (Y1,2,3) or Mrs Cockroft/Miss Jordan(Y4,5,6) Teachers must investigate incident before referring to SLT. Lunchtime staff must refer to Mrs Sultana before deciding its step 4. • Class teacher rings home or speaks to parents at the end of the day • Playtime to be missed (sent to DHT/AHT) or 15 minutes at lunchtime (Mrs Lee) • FOR CHILDREN WHO DO NOT ATTEND CLUBS-You will attend Mrs Hussain's weekly detention (Friday 1.15-2.15pm) • If refusing to do work – remove from class and sent to Phase DHT • You will not attend lunchtime clubs (including the MUGA/PITCH/ICT) and after school clubs for a week (includes Friday) • Any position of responsibility will be removed for a week. This will be reviewed by looking at your class Behaviour Tracker. (discretion of SLT) • You may not attend out of school trips (at the Headteacher's discretion) • If Persistent (3x) – HT to remove from behaviour system and placed on IBP. Year group Learning Mentor to support. Your parent will be invited to spend a morning/afternoon in class.
5	<ul style="list-style-type: none"> • Serious damage to property on purpose • Putting yourself or other people in danger • Swearing directly at an adult • Being extremely aggressive and seriously disrespectful • Harming the reputation of the school when on a school visit. 	<ul style="list-style-type: none"> • You will be sent to Headteacher who will invite your parents into school to discuss your behavior. • A parent may be invited to spend a morning / afternoon in class with their child. • You will attend Mrs Hussain's weekly detention (Friday 1.15 -2.15pm) • You will not attend lunch and afterschool clubs (length to be decided by Headteacher) • You may not represent the school • fixed term / permanent exclusion or lunchtime exclusion • possible managed move (length is at the discretion of the headteacher)

Rights Respecting School Award

Beech Hill has successfully become a “Rights Respecting School”. The fundamental ethos of our school reflects our passion to promote children’s rights to empower them to become global citizens. We effectively address the values and principles of the ‘United Nations Conventions on the Rights of the Child’ (UNCRC) through assemblies, collective worship, classroom activities and any curriculum areas where links can be made. As global citizens, our children learn about the Rights of children in less economically developed countries and have the opportunity to raise the awareness of such issues through fundraising and campaigning projects throughout the year.

The behaviour policy reflects the Rights of the Child with each step addressing the relevant articles within the UNCRC.

There will be a few children that are unable to access the behaviour steps – these children need to be placed on SEND register and their behaviour described as Social, Emotional and Mental Health difficulties (SEMH). These children will have an Individual Education Plan (IEP) on an Individual Behaviour Plan (IBP) that will include individual targets and may include:

- A behaviour contract (see attached)
- A self- recording behaviour sheet (see attached)
- Referral to a Learning Mentor
- Referral to an outside agency (e.g. Educational psychologist)

Physical Intervention

All pupils have the right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. The circumstances in which staff can intervene is covered in the 1996 Education Act and the DFE document ‘*Use Of Reasonable Force.*’ (July 2011) Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard for the health and safety of themselves and others.

Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported. A number of staff at Beech Hill School have received ‘Team Teach’ training. This provides staff with techniques for the safe handling of children. Only these staff will handle children when restraint is required. Each incident is recorded with a date and parents are involved.

OUTSIDE SCHOOL

School Trips/Visits

Every effort will be made to ensure provision for all pupils to take part in educational journeys. However, a pupil may be excluded from planned school trips, educational journeys or residential visits where the potential poor behaviour of that pupil will harm the reputation of the school or where the conduct of the pupil may put the health and safety of himself/herself or others at risk.

Travelling to and from School and conduct on school trips and sporting events.

Sometimes incidents of poor behaviour occur at these times. We consider that at such times pupils are representing the school and where such incidents occur, and depending on the seriousness, school sanctions may be applied and parents contacted

Finally, all staff should be a positive role model for pupils by:

- Treating pupils courteously
- Respecting their ideas
- Valuing their individuality
- Listening to their views.

Action	Date
Reviewed by Leadership team	September 2018
Staff	September 2018
Next Review date	September 2019