

Positive Behaviour Policy

Beech Hill School



Approved by:	Governors	Date: April 2024
Last reviewed on:	April 2024	
Next review due by:	April 2025	

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 as follows:

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

This means that we will do the following:

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.
11. Not to bring food items that contain/may contain nuts in

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. Staff will receive training on this policy as part of their induction process and regular training to support them and help them improve their practice.

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.

We expect parents to be responsible for:

- Getting children to school on time and to collect them on time
- Informing the school on the first day of absence, or if their child is late
- Ensuring their child has adequate sleep as the school day can be very tiring
- Ensuring their child has a healthy packed lunch if applicable
- Ensuring their child does not bring any food items that contain/may contain nuts in their healthy packed lunch if applicable
- Ensuring their child only accesses age appropriate media, videos and images not only to safeguard their child but others around them
- Being aware of school policies and to support all staff in their efforts to ensure a caring community
- The behaviour of their children in the playground before the start of the school day and at the end of the day once they have collected
- The behaviour of any other children they bring into school
- Reading all letters/messages that are sent on Seesaw, via the text messaging service, website or letters sent home (there are copies available from the office upon request)
- Being prepared to discuss issues or problems politely and calmly with staff and other parents of children at the school
- Being aware of the convenient times to talk with staff before/after school. It may be necessary to make an appointment if the discussion may take some time or is of a sensitive nature

It is key that we build a supportive dialogue between the home and school, and we will inform parents immediately if we have concerns about their child's welfare or behaviour. Informal discussions between parents and teachers may take place on a more regular basis but also children's ongoing individual behaviour and attitude to learning will be discussed at parents' evening events through the year. If the school has to use reasonable consequences following the Behaviour Policy, parents are expected to support the actions of the school. 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.

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 Assistant Head for the Year Group, the Senior Leadership Team or the Headteacher. If parents are still not satisfied, they should contact the Chair of Governors via the school.

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 class charter (relating to the rights respecting articles) 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.

Positive behaviour can be rewarded in a number of ways:

- Praise from staff
- Class rewards
- Good work to be put on Seesaw
- Notes / Seesaw messages home or speaking to parents to recognise and reward good progress, behaviour and/or work to be used as appropriate by teachers / support staff / mid-day supervisors to be taken home and shared with parents.
- Pupil of the Week (Headteacher's Award) to be awarded to one child from each class every week for presentation in a weekly celebration assembly.
- Displaying pupil's work around school, publishing on website, publishing in the Newsletter.
- Where the behaviour of the whole class has been of a consistently good standard, teachers may reward the whole class
- House points
- Half termly merit certificates for outstanding behaviour
- Termly merit badges and treats for outstanding behaviour for children who have received 2 merit certificates over the term

- Value awards for children who have displayed positive behaviours and attitudes towards the school values over a half term

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.

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.

Removal from the classroom

Removal is deemed as a serious sanction and will only happen for the following reasons:

- To maintain the safety of all the pupils and restore stability following disruption
- To enable disruptive pupils time to regain calm in a safe place.

Parents will be informed and pupils will return to their classroom as soon as they are able to.

Suspension

The school will only use suspension as a sanction in response to serious incidents or persistent poor behaviour (See table below and Exclusion policy).

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 Certificate for being on 0 for most of half term. • Merit Badge for being on 0 for most over two half terms. • Merit Treats
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 when discussed with SLT
2	<ul style="list-style-type: none"> • Repeating any of the above for Lower/Upper School capped at 2 for Lower School refer to Behaviour Toolkit Flow Chart and speak to year group AHT • 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 Refer to the Behaviour Toolkit Flow chart or year group AHT 	<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 Y1/2/3 stand with an adult outside
3	<ul style="list-style-type: none"> • Repeating any of the above for Upper School capped at 3 refer to Behaviour Toolkit Flow Chart and speak to year group AHT • Saying hurtful things to another child • Hurting another pupil on purpose • Being rude to another child 	<ul style="list-style-type: none"> • Teacher/year group assistant headteacher (if repeated) 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 SLT's discretion • Playtime to be missed – Y1/2/3 stand with an adult outside and complete

		<p>reflection form in class (teacher to organise); Y4/5/6 stay in and complete reflection form (teacher to organise)</p> <p>Learning Mentors 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/child on child abuse • Racial name calling • An act of aggression or verbal violence towards anyone • Being disrespectful to any member of staff • Spitting at someone • Swearing at another child or vulgar use of language • Bringing into school a prohibited item (dependent on the item and intention of the child). <p>Only SLT can put children on Step 4</p>	<ul style="list-style-type: none"> • You will be sent to Mr Hoyle (Y1,2 and Y3) or Mrs Creighton (Y4,5 and Y6). They will investigate incident before referring to Deputy Heads. Lunchtime staff must refer to Mrs Sultana before passing to SLT who will decide if it's step 4. If step 4, pupil will be sent to (Y1,2,3) Mrs Bowling and (Y4,5,6) Mrs Cockroft. • A member of SLT rings home or speaks to parents at the end of the day • Playtime to be missed – Y1/2/3 stand with an adult outside and complete reflection form in class (teacher to organise); Y4/5/6 stay in and complete reflection form (teacher to organise) • FOR CHILDREN WHO DO NOT ATTEND CLUBS in KS2-You will attend Mrs Hussain's weekly detention (Friday 1.15-2.15pm) • If refusing to do work – remove from class and send to SLT • 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. Learning mentors to support. Your parent may be invited to spend a morning/afternoon in class. • This will be recorded on CPOMs
5	<ul style="list-style-type: none"> • Serious damage to property on purpose • Putting yourself or other people in danger 	<ul style="list-style-type: none"> • You will be sent to the headteacher who will invite your parents into school to discuss your behaviour. • A parent may be invited to spend a

	<ul style="list-style-type: none"> • Swearing directly at an adult • Being extremely aggressive or seriously disrespectful • Harming the reputation of the school when on a school visit or outside school. • Bringing into school a prohibited item (dependent on the item and intention of the child). <p>Only SLT can put children on Step 5</p>	<p>morning / afternoon in class with their child.</p> <ul style="list-style-type: none"> • 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 suspension or lunchtime suspension or a suspension to another school in the trust. • Possible managed move (length is at the discretion of the headteacher) • This will be recorded on CPOMs
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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.

Special Educational Needs and Inclusion

The promotion of positive behaviour supports inclusion as part of our whole school ethos of Learning without Limits. Through positive educational experiences and support of each individual’s point of view, we aim to promote positive social attitudes and respect everybody in school.

Where children have Special Educational Needs these should be given consideration and should be treated sensitivity, therefore some children may not access the behaviour steps and need a varied approach. Depending upon the child’s need, they may need to be placed on SEND register under the Social, Emotional and Mental Health difficulties (SEMH) category.

Children who are on the SEND register may require a differentiated approach towards behaviour support which may include:

- More immediate positive reinforcement including input from members of the Senior Leadership Team

- More immediate rewards via house points, stickers or praise pad notes
- A personalised reward system that is reviewed regularly to support their current interests
- Personalised support from the class teacher, teaching assistants, support assistants, learning mentors and/or the school counsellor
- Regular movement breaks or time out of classrooms to help them regulate their emotions as part of their normal routine
- Access to the morning sensory circuit
- Access to the sensory room in class England with a supporting adult
- Access to a safe space with a supporting adult
- Personalised involvement (where appropriate and where the child has the age appropriate understanding) with setting and reviewing their progress

These children may need an Individual Education Plan (IEP) and/or be on an Individual Behaviour Plan (IBP) that will provide 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)

Restorative approach Background

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals. The basic principles of the restorative approach are based on an understanding that conflict is a part of life and that in conflict there is underlying damage to the parties involved. This needs to be resolved to prevent incidents of the same nature. Children may spend time with a teacher, learning mentor, member of the Senior Leadership Team or the school counsellor to understand the incident that has occurred in order for them to build an understanding of what happened, take responsibility for their actions, understand what they have done wrong and accept that their actions can be harmful to others, as well as learn about strategies to use to prevent a similar incident happening again.

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 on CPOMS. 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.

Child on child abuse

Our school recognises that some children may abuse their peers and any incidents of child on child abuse will be managed in line with our behaviour policy and safeguarding policy.

We will seek advice and support from other agencies as appropriate and not only look to support the victim but also the perpetrator to help them change their behaviours. Child on child abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'up-skirting', 'sexting' or initiation / hazing type violence and rituals.

We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

Our school understands the different gender issues that can be prevalent when dealing with child on child abuse.

Bullying: Bullying is the regular or persistent action of deliberate physical, verbal or psychological violence, conducted by an individual or group and directed against an individual or group, defenceless in the actual situation

At Beech Hill, we believe that bullying is detrimental to all concerned and that there is no room for bullying within our whole school community. This is clearly reinforced in our anti-bullying policy.

Items Banned from the School

Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, parents/carers can check with the year team.

Items that should not be brought to school include:

- food items that contain/may contain nuts
- chewing gum
- mobile phone
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and a pair of plain stud earrings worn in the ear
- aerosol cans (deodorants for PE/swimming lessons are permitted)
- correction fluid
- permanent marker pens
- knives and bladed items
- unnecessary money
- expensive items (school will not take responsibility for these items going missing)
- cigarettes, matches, e-cigarettes/vapes and lighters
- fireworks or "snaps" containing gunpowder
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment.

The Headteacher, and staff authorised by the Headteacher, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

OUTSIDE SCHOOL

In accordance with the information published by the Department for Education entitled "Behaviour & Discipline in Schools", the school has a statutory power to discipline children for misbehaving outside of the school premises including online conduct. Section 89(5) of the Education and Inspections Act 2006, gives Head teachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable".

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.

Examples of times when unacceptable behaviour may lead to sanctions include the following:

- Taking part in any school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform or in some other way identifiable as a child from Beech Hill School;
- Posing a threat to another child or a member of the public;
- Online bullying including on social media
- Any other situation that could adversely affect the reputation of the school.

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	Mar 2024
Governors	April 2024
Next Review date	Mar 2025