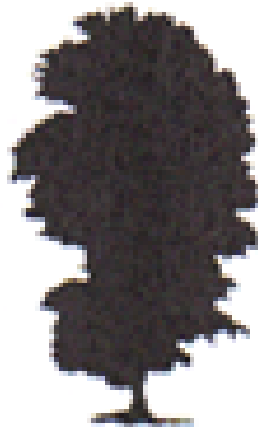




# Behaviour Policy and Statement of Behaviour

## Principles

### Beechwood Primary School



Written by:	Gemma Snell	Date: October 2024
Approved by:	FGB	Date: November 2024
Last reviewed on:		
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Date last shared with parents:	On the school website	

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*'Think for yourself, care for others,'*

### 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Exclusion Guidance](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Planning guide for primary schools following Covid-19](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

### 3. Definitions

School Staff are defined as any paid member of the school community or any person that the headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

Misbehaviour	Serious Misbehaviours
Showing disrespect to some adults	Violence towards others
Leaving class without permission	Damaging school property
Distracting others	Racist language and behaviours
Disrespecting resources	Sexual language and behaviours
Getting out of seat for unnecessary reasons and wandering around the classroom	Threatening behaviours
Low level disturbances	Homophobic language and behaviours
Playing adults off against each other	Intimidating behaviours
Shouting out	Continuous low level disruption where a request to stop has been given previously
Not listening	Swearing
Making silly noises	Consistent refusal to complete work
Playfighting	Fighting
Biting- in younger children	Language and behaviour against another based on religious prejudice
Not completing tasks	Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
Answering back to staff	Any form of bullying
Refusal to complete work	Vandalism
Interrupting others	Theft
Arguing and continuing this once an adult has resolved it	Possession of any prohibited items. These are:
Name calling	<ul style="list-style-type: none"> <li>• Knives or weapons</li> </ul>
Purposefully winding others up- if a first time	<ul style="list-style-type: none"> <li>• Alcohol</li> </ul>
Swinging on chairs	<ul style="list-style-type: none"> <li>• Illegal drugs</li> <li>• Stolen items</li> <li>• Tobacco and cigarette papers</li> <li>• Fireworks</li> </ul>

- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

This school recognises and endorses [OFSTED's review of sexual abuse in schools and colleges](#) (2021). Sexual abuse, sexual harassment and online sexual abuse are not tolerated or accepted in this setting. In addition to our work in RSHE and safeguarding work, we will utilise all of the range of sanctions in this policy to address it. We will treat all allegations of this nature as both behavioural incidents and safeguarding incidents and will act accordingly.

#### 4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. At Beechwood we use the acronym STOP (Several Times on Purpose) when defining bullying with our children.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

#### 5. Roles and responsibilities

##### 5.1 The Governing Board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## 5.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board giving due consideration to the school's statement of behaviour principles (Appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- The Senior Leadership Team will support staff in responding to behaviour incidents.

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

# 6. School Rules

### *Whole School Rules*

- *Ready*
- *Safe*
- *Respect*

### *Whole School Playtime Rules:*

- *Ready*
- *Safe*
- *Respect*
- *Have fun!*

# 7. Rewards and sanctions

## 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- House Points

- Dojo Points
- Verbal praise
- Certificates
- Stickers
- Golden Box
- Child chosen by class teacher to be "Star of the Week". (Certificate and token given out in Celebrations Assembly and the child's parent/carer invited to attend the presentation).
- The House with the most point over half term will receive a prize on the last day of the half term (own clothes day, hot chocolate).
- Teachers may organise reward systems for their classes (eg points for lining up, table points, quietest class leaving assembly etc).

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Closer supervision at playtimes which might involve walking with the adult on duty for 5 minutes
- Standing away from the situation for a set time (e.g. 5 minutes)
- Sent to work in another class/area of the school for a set time
- Loss of play time
- Warning that there will be a consequence if their behaviour continues.
- Reminder of the school rules.
- Yellow Card - Persistent or severe failure to follow the whole school rules results in a yellow card. We follow this procedure:
  - Yellow cards, once issued to a child, should be given to the headteacher (or Mrs Clark in the head's absence) – this MUST happen on the day the card has been issued (parents are not notified at this stage).
  - 2<sup>nd</sup> Yellow card in a 1-week period- teacher to speak to parent and inform them of their child's behaviours. Discuss positive choices made and teacher to issue consequences dependant on the severity of the behaviours.
  - 3<sup>rd</sup> Yellow Card in a 1 week period- Detention: playtime is spent with SLT resulting in a letter home informing parents of their child's behaviours.
  - If behaviours persist into a 2<sup>nd</sup> consecutive week, 3 yellow cards will become a red card.
- Red Card - For severe failure to follow the school rules, a red card may be issued without a yellow card.
- For some children alternative behaviour systems may be needed. This will be set in accordance with the needs of the child.
- For some children, we will need to identify triggers for behaviour, where this is the case, Appendix 3 and ABC Charts will be used in order for us to identify the best way to support the child.

#### Consequences

Consequences will depend on the severity of the unwanted behaviour as determined by the adult. Natural consequences are followed wherever possible e.g. refusal to complete work – loss of minutes of reward time/playtime for work to be completed. In addition to receiving a consequence, whenever a child has refused to follow an instruction (e.g. complete a piece of work, tidy up etc.), staff will ensure that the instruction is followed up when the child is calm, even if this is after a child has been disruptive/displayed challenging behaviour.

Consequences will increase from:

- Minutes of reward/playtime lost
- Reflection time (10 minutes) with class teacher during play/lunchtime
- Teacher speaking to parents/carers with child present
- Parents/carers asked to meet with Headteacher/Deputy Headteacher with child present

Record keeping and monitoring:

Teachers will keep up to date records in their class behaviour files – recording when a child has received a consequence. When the severity of behaviour is such that a parent/carer has been contacted, the incident will be recorded by the class teacher on CPOMs.

Senior leaders will use CPOMs and class behaviour records to monitor behaviour throughout school and share relevant information with governors and the local authority as necessary. The information will also be used to assess functions of behaviour, devise support strategies and positive behaviour plans.

ABDC Charts will be used to reflect upon behaviour incidents, where SLT or the school's SENDCo feel appropriate. These will be reported on CPOMs.

## 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This includes the right to exclude a pupil for behaviour that has taken place off-site but may have a detrimental impact on the management of the school.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

# 8. Behaviour management

## 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

- At the beginning of the school year, each class will discuss and agree upon a set of 5 or 6 classroom rules which are age appropriate. These rules will be displayed prominently in the classroom. Rules are positive rather than negative. E.g. “talk quietly” rather than “do not shout”.
- Class teachers will refer to these rules throughout the school year, reinforcing when children are upholding them.
- All staff will reward appropriate behaviour through the use of house points/class dojos.
- Class teachers develop a system of rewards and sanctions appropriate to the age of the children in their class. These are to be linked with the whole school House Points system so that totals can be collated on a weekly basis in order to reward the winning house and build a sense of community amongst the children. This system is displayed alongside the classroom rules. The use of rewards outweighs consequences. The focus is on rewarding those children who are following the classroom rules.
- Rewards or sanctions are not removed once they have been issued. Parents will be informed of the classroom rules for their child’s class once they have been established. We aim to involve parents in supporting our school policy. Contact will be made with parents should any pattern appear in a child’s behaviour.
- School staff will create and maintain a stimulating environment that encourages pupils to be engaged
- School staff will develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 8.2 Physical restraint

In the first instance, school staff will use de-escalation techniques/strategies. Only if these strategies are unsuccessful will staff use reasonable force.

Reasonable force may be deemed appropriate if a child is:

- Causing disorder
- Hurting themselves or others

Damaging property

All staff who use reasonable force, will be appropriately trained in TEAM TEACH in order to ensure they can support the children effectively.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (See Appendix 4)

Guidance on the use of reasonable force can be found [here](#) .

## 8.3 Confiscation, Searching & Screening

School staff have a right to screen and search any pupils with consent. They also have the right to search pupils without consent if they suspect that the pupil is carrying any prohibited item. Any prohibited items (listed in section 3) found in pupils’ possession will be confiscated. These items will not be returned to pupils.



We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Our staff receive the full Team Teach training every 3 years and a refresher session at least every 18 months

Staff are also able to attend other courses as they arise and seek advice from other professionals as required

Behaviour management also forms part of continuing professional development.

## 11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Full Governing Board every annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Board annually.

## 12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

- Equality Policy
- Anti Bullying Policy

### 13. Detentions

- In line with government guidance, we reserve the right to issue detentions to pupils who do not comply with our rules and we expect parents to support us in the application of this policy. The length of detention is dependent on the incident and the pupil's overall conduct in school.

### 14. Exclusions

In some instances we may consider it necessary to exclude pupils. This decision can be made by the Headteacher of the school and parents can expect to be informed in writing of the decision to exclude. The length of the exclusion will depend on factors leading up to the incident and is at the headteacher's discretion with governor agreement. A child is excluded when his or her behaviour puts other children at risk, or is a serious repeated breach of school rules or could adversely affect the reputation of the school. Occasionally, it may be appropriate for a child to be excluded at lunchtimes because his or her behaviour is unacceptable. Exclusions are always a last resort and a difficult process. In order to assist a young child (primary age) to understand the link between their behaviour and the exclusion we ask parents to support their child and the school by coming immediately. This also helps to keep everyone safe. In situations relating to exclusion, the welfare and educational entitlement of the majority of children who may be adversely affected by the behaviour of the child to be excluded would be the prime consideration.

Exclusion will never come "out of the blue". Only in very exceptional circumstances, e.g. when the safety of others is compromised, would this happen. Parents will be warned before the event that further inappropriate behaviour on the part of the child will result in exclusion.

The reasons to exclude are listed below;

- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Bullying
- Damage
- Drug or alcohol related
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault on a pupil
- Physical assault on an adult
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse or threatening behaviour an adult
- Verbal abuse or threatening behaviour to a pupil
- Wilful and repeated transgression of protective measures in place to protect public health

There are 2 types of exclusion:

- Fixed Term Exclusion. These can be for part of a school day (including lunchtime exclusions) or for whole school days. Schools can issue up to 45 days of fixed term exclusions in a year but must provide education from day 6 of a fixed term exclusion (*it is advised from the first day of absence*). Fixed term exclusions do not have to be for a continuous period.
- Permanent Exclusion. In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

Exclusions – Lewis Carroll SEMH Resource Base Classroom

Consequences for Inappropriate behaviour in Lewis Carroll class

In Lewis Carroll Resource Base Provision, we understand that children may make inappropriate behaviour choices at times of crisis. All staff are trained to ensure that they can meet the children's needs and keep everyone safe.

At the time of transition to Lewis Carroll Resource Base Provision class, it was agreed by various professionals that:

- the child is cognitively and/or physically able to benefit from at least aspects of a mainstream curriculum
- the severity and frequency of the incidents could be managed in a Resource Base sited in a mainstream school

However, there may be times when a child's behaviour is considered to be unacceptable.

At Beechwood Primary, we do not accept:

- Planned attacks on a member of staff or pupil
- Serious damage to school property or personal belonging
- Causing serious injury to another pupil or staff member
- Using weapons to cause serious injury

The consequence for this action could be:

- Seclusion from their peers
- A reduced timetable in Lewis Carroll class (with parental responsibility to arrange alternative transport if the times are not at the time of arranged transport with escort and driver)
- Exclusion at home

The actions are at the Head teacher's discretion in discussion with Mrs Clark (Deputy Head teacher) & Mrs Forshaw (Resource Base teacher).

## Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards and sanctions will be used in line with the behaviour policy

Reasonable force may be used, when deemed proportionate and necessary, in line with Team Teach guidelines.

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

The school has a risk assessment for violent or threatening behaviour.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually.





### Beechwood Primary School

### RECORD OF BEHAVIOUR

Name of pupil \_\_\_\_\_ Date \_\_\_\_\_  
Place/s of incident \_\_\_\_\_  
Reporting staff \_\_\_\_\_  
Other staff involved \_\_\_\_\_  
Start time \_\_\_\_\_ End time \_\_\_\_\_  
Day of the week \_\_\_\_\_ Activity \_\_\_\_\_

**How did the incident begin?**

Start of a new activity  Activity perceived as too difficult  Another students actions   
Transition  A Feeling  Other \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What behaviors were observed?**

Non compliance  Swearing  Seeking to impact on other  Sexulised behaviour   
Sexulised language  Running around in a disruptive manner  Climbing   
Throwing objects  Damaging property  Threats of self harm   
Abusive/threatening language  Kicking walls/furniture  Spitting  Hitting   
Pinching  Scratching  Biting  Kicking  New behaviour  Other   
Allegations against others  Crying  Urinating   
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What techniques were used to de-escalate the situation?**

Removed attention  Distraction  Use of safe space/retreat   
Followed behaviour management plan  Other   
Was the use of physical intervention ~~YES~~  ~~NO~~

**Post incident support**

Quiet time given      Praised for appropriate behaviour      Returned to normal routine

Reflection completed supported by .....

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Beechwood Primary School

RECORD OF PHYSICAL INTERVENTION

**Why was physical intervention deemed reasonable and necessary? Please explain all your reasons**

The pupil was at immediate risk of injury       The pupil was placing another pupil at risk of injury

The pupil was placing staff at risk of injury       Property was being damaged

Behaviour was significantly impacting the learning of others       Dynamic risk assessment

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Description of physical intervention used

TT = Team Teach. Please tick all that apply

Technique used	Time applied for	Staff involved and position
Other <input type="checkbox"/>		
TT single elbow <input type="checkbox"/>		
TT figure of 4 <input type="checkbox"/>		
TT double elbow <input type="checkbox"/>		
<b>Location of support</b>		
Supported on the floor (Child dropped to floor) <input type="checkbox"/>		
Supported child on 3 chairs/beanbags <input type="checkbox"/>		
Supported whilst walking/changing location <input type="checkbox"/>		
<b>Location moved to:</b>		



**Post incident support**

Quiet time given      Praised for appropriate behaviour      Returned to normal routine

Reflection completed supported by .....

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**Parent/guardians informed**

By telephone

Via Seesaw

Has evidence of communication been recorded onto CPOMS

**Injuries**

Staff      .....

Pupil      .....

Other      .....

Damage to property      .....

**Conversation with parents**

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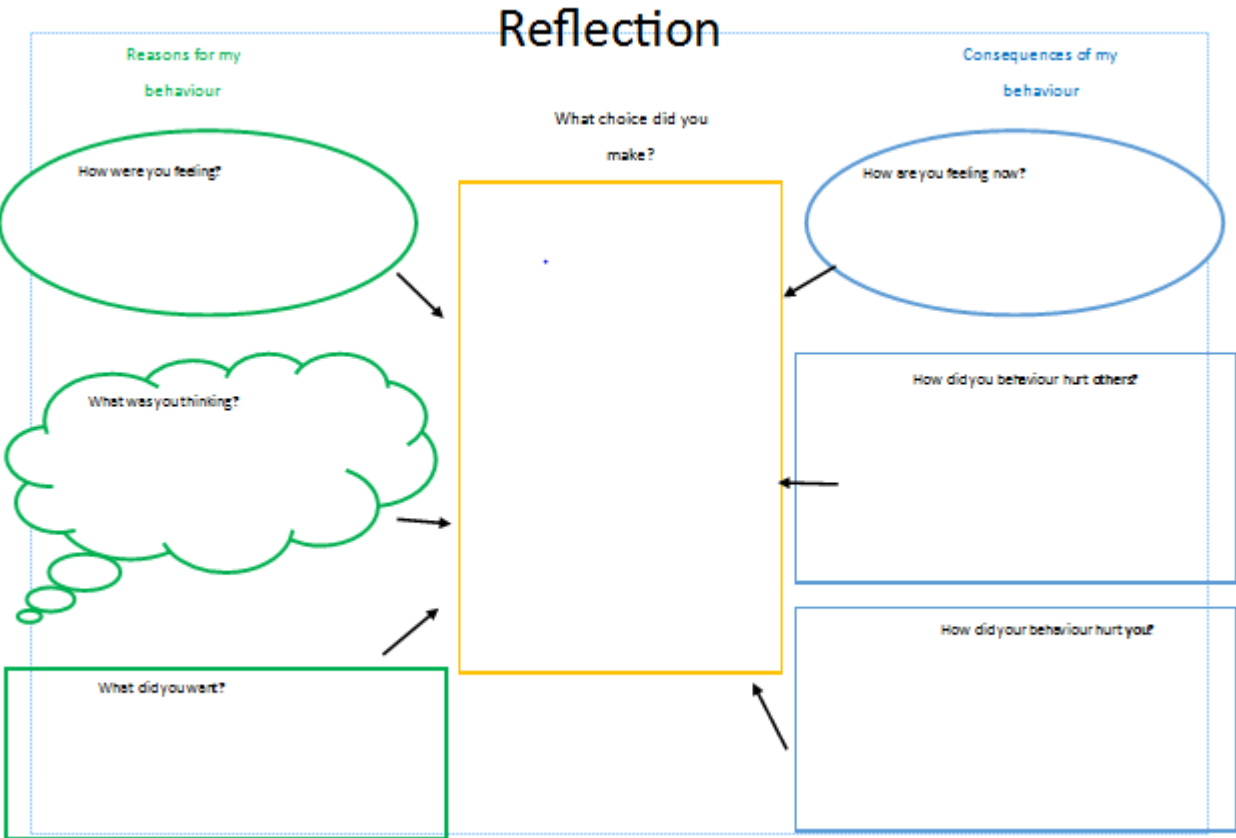
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**Appendix 6:**

Red Card Letter to parents about pupil behaviour – template

Red Card Letter

Dear .....

I am writing to inform you that ..... has received a red card today.

Description of why child has received the red card.

I am sure that you will want to work with us, reinforcing with ..... the need to behave well in school, and to not hurt or upset other children.

It would be helpful if you could contact school to make a telephone appointment to speak to me as I would like to speak to you further about this incident.

Many Thanks

Mrs Snell  
Headteacher

## Appendix 7

### Detention Letter to parents about pupil behaviour – template

Detention Letter

Dear .....

I am writing to inform you that ..... has received a detention today.

Description of why child has received the detention card.

I am sure that you will want to work with us, reinforcing with ..... the need to behave well in school, and to not hurt or upset other children.

If you wish to discuss this, please contact the school office to arrange a face to face or telephone meeting.

Many Thanks

Mrs Snell  
Headteacher

