



Behaviour Policy

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To be reviewed autumn 2019

‘Pupils good behaviour contributes well to their learning’ - Ofsted 2011

1. Rationale

The primary function of this behaviour policy is not simply a system to enforce rules. It is a means of promoting a positive learning environment where pupils can focus upon their learning and development, whilst maintaining a clear and consistent framework to support and refocus those pupils who may be struggling to reach their full potential. At Beck Primary School we strive to provide our pupils with a stimulating curriculum delivered in a calm, nurturing and secure environment where incidents of poor behaviour and bullying are challenged and dealt with consistently. This policy supports the Beck School ethos in allowing everyone to work together in an effective and considerate way. Beck Primary School rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour. With this in mind, at Beck, we spend a great deal of time working with our pupils in developing their responsibilities not just for their behaviour but in the wider sense of community and social responsibilities. An effective approach has been through the implementation of Philosophy for Children programme within the class as well as the School Council.

Beck is the largest primary school in the city & serves a socially challenging area. We therefore have a number of pupils on role that have the capability of demonstrating challenging behaviour around school, and within classrooms. This has the potential to disrupt the learning of an entire class in addition to causing stress and anxiety to other pupils and staff.

At Beck we acknowledge that pupils with the most difficult behaviour are affected by several factors and so we ensure that classrooms are well organised, there is a cheerful greeting from staff when arriving and routines for the start and end of lessons are clear and consistent. Seating plans help pupils with the most challenging behaviour to settle quickly. Staff apply a variety of strategies to engage and hold pupils' interest and so minimise the impact of negative behaviour.

A positive classroom ethos with good relationships and strong teamwork between adults encourages good behaviour. When behaviour is more difficult staff adopt our consistent and non-confrontational approach and they always show respect for pupils.

The behaviour management systems described in this policy have been in place since 2005. Early intervention was identified as a key to preventing escalation, highlighted by the fact that during this period of time we have seen a steady and consistent decline in

the number and range of disruptive incidents, particularly those of a more serious nature. Comparative detention figures support this.

2. Aims

The aims of this policy are to:

- Promote positive behaviour, self-discipline and respect through a clear system of rewards and sanctions.
- Provide a positive learning environment.
- Regulate the conduct of pupils.
- Ensure a consistent school wide approach.
- Reduce incidents of bullying.

3. Roles and responsibilities

Pupils

All our pupils are encouraged to take responsibility for every aspect of school life including their own behaviour, following the school rules and setting a positive example to their fellow pupils.

Elected Pupil Voice Ambassadors review the behaviour policy and disseminate it to their class. Ambassadors lead on expectations and issues around behaviour are discussed at the weekly Pupil Voice meetings.

School Staff

All staff are expected to set an example, promoting and rewarding positive behaviour at all times. *(All staff & volunteers are provided with a set of Behaviour Guidelines at the start of the academic year which set out staff conduct expectations).*

Statutory responsibilities of staff fall within Section 91 of the Education and Inspections Act 2006 which states that:

- All paid staff (both teaching and non-teaching) have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- Staff have the general power to confiscate, retain or dispose of a pupil's property as a punishment, this protects them from liability for damage to, or loss of, any

confiscated items. Items confiscated will be passed to a member of the Senior Leadership Team who will return the item(s) to a parent / carer or dispose of the item(s) in accordance with government legislation.

- The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteacher

It is the Headteacher's responsibility to:

- Decide the standard of behaviour expected of pupils at Beck Primary School.
- Determine the school rules.
- Set the disciplinary penalties for breaking the rules.
- Ensure that Beck Primary School meets its legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN).
- Ensure that the school has a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Under Section 550ZA of the Education Act 1996, the Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Governors

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

4. Reward Systems

We operate a number of reward systems to promote positive behaviour, acknowledging hard work and effort and to complement the behaviour management system. A selection of reward systems used within school are detailed below:

Bronze Awards/VIP Party

This involves all Key Stage 1 and Key Stage 2 pupils and is aimed at rewarding pupils efforts and achievements. Bronze Awards are located in a section towards the back of each pupil's personal organiser. The criteria to earn a bronze award are outlined below. Staff will record when any child receives a yellow disc, is not in uniform, is late more than once, is absent for more than one day, receives a detention or does not bring their PE kit and this will prevent them from receiving a Bronze Award stamp for that week.

The bronze award is stamped in the organiser against the correct date. If a pupil does not bring their personal organiser then it cannot be stamped. If a child attends for fewer than 4 days they will not be eligible for a bronze award at the end of that week.

At the end of each term, **all** pupils receiving the minimum number of bronze awards (as displayed in the classroom) will receive a Bronze Achievement Certificate and be eligible to attend the VIP Celebration Party. This is a special event consisting of such things as a bouncy castle or a magician etc and takes place within school. There are two separate events for Key Stage 1 and Key Stage 2. The pupil voice ambassadors discuss and choose the VIP Celebration Party theme.

The second Bronze Achievement Certificate in the academic year will become a Silver Achievement Certificate. The second Silver Achievement Certificate in the academic year will become a Gold Achievement Certificate.

Any pupils receiving a bronze award every school week during a whole academic year will receive a Platinum Achievement Certificate.

Criteria to receive a bronze award:

No detentions

PE kit

Uniform all week

Minimum of 80% attendance in a week

No yellow discs that week

No more than one late mark per week in the register.

Dojo Points

Dojo points are awarded by class teachers to any pupils who display a good attitude towards any aspect of school life. These are recorded on the 'Class Dojo' app on the teacher's iPad. Dojo Points are awarded within Key Stage 2 and can be exchanged at the end of the week with the class teacher for small prizes such as pens, rubbers etc.

Star Points

During lessons, Star Points are awarded to individuals for effort in completing work, effective team effort, positive attitude etc. Star Points are marked on the class chart and when individuals achieve 10 Star Points then they can choose a prize from the class prize box.

Gold Coin Jar

If at any time during the school day the whole class receive a compliment from any member of staff or a visitor for such as walking down the corridor smartly or lining up at the end of break time quickly etc, then the class teacher places a gold coin in the class jar. When the jar is full of gold coins then the class get to choose an appropriate reward.

Stickers

Stickers are given to pupils throughout the day by staff where they see pupils displaying a positive attitude towards their learning and school life as a whole.

Captain's Table

Where a pupil has displayed a particularly outstanding attitude towards their learning then they may be awarded a place on the Captain's Table. This is a special, fully decorated table set out on a Friday in the dining room at lunchtime where the chosen pupils are served their lunch by a member of staff.

Learning Champions Assembly

This takes place on a Monday where each teacher nominates a pupil from their own class to be the Class Learning Champion. Elected pupils have demonstrated an outstanding behaviour and attitude to their learning during the previous week and the

pupil is presented with a certificate and a medal which they wear in school for that week.

KS2 Golden Time

This takes place on the last afternoon of each half-term. Pupils can bring their own toys and games into school to play with during this session. Classes earn 10 minutes of Golden Time for each week that no member of their class receives a detention. Also, if the weekly KS2 detention target is beaten (set using detention total from the equivalent week of the previous academic year) then all KS2 classes are awarded 10 minutes towards their Golden Time. This information is shared weekly during the Learning Champions assembly.

Forest School

Forest School is a nurture provision, based in Beck, aimed at supporting our most vulnerable pupils, teaching them how to develop positive relationships and building up their self confidence through group activities. Forest School intervention takes place every week and is led by the Learning Mentor.

1:1 Pastoral Support

Our pupils face a number and range of challenges in their lives. Where concerns are highlighted by parents, staff or even the child themselves then 1:1 support may be implemented. These 1:1 sessions take place across the week and may even include parents where appropriate. The aim of the sessions is to give the opportunity to share concerns and explore possible solutions to help pupils overcome them.

5. Behaviour Systems

All classes have an agreed set of rules. At the start of the academic year, suitable and appropriate class rules are discussed by the class as a whole during a P4C lesson. The lesson focuses on behaviours that will have the most positive effect upon each pupil's learning (their 'Behaviour for Learning'), as well as those behaviours that have a negative effect upon each pupil's learning. Once the class have finalised their rules then a Charter is drawn up and all members of the class are invited to sign the Charter which is then displayed in a prominent position within the classroom.

Where pupils do not adhere to the rules then the following measures are taken in an effort to refocus the pupil back onto their learning:

Key Stage 2 Yellow Disc System:

Our Key Stage 2 procedure consists of a progressive system of clear boundaries and sanctions, where pupils take responsibility for their own behaviour. This 'Behaviour for Learning' helps our pupils to maintain the focus of their school life upon their learning. The Yellow Disc behaviour system incorporates several factors including visual and auditory cues that enable it to be more of a proactive rather than reactive system, thus reinforcing the 'Behaviour for Learning' focus. This system targets low level disruption and incidents at their initial stage with the aim being that of early intervention in an effort to avoid escalation to a more serious incident with major disruption to the learning of not only the individual pupil but every pupil in the class. A further advantage of our system regards consistency; all staff apply the same rules and boundaries and thus our pupils know exactly what is expected of them in all lessons.

The application of the Yellow Disc system is as follows:

1. A verbal warning is initially issued by the teacher, and highlighted on the board or somewhere highly visible.
2. Following a verbal warning, up to 3 yellow discs may be issued for repetition of the initial behaviour, or alternate behaviour that causes a disruption to learning. Any discs issued are placed on the board or somewhere highly visible to the pupils.
3. If a third yellow disc is issued to the pupil in one lesson, a yellow card is sent to the office. Office staff then contact the Pastoral Manager (M.Pont), the Learning Mentor (D.Sherwin) or a member of the Senior Management Team who will remove the child from the classroom for the duration of that lesson. The class teacher will provide work which the pupil can continue with unaided once they have been removed, for example Literacy or Numeracy exercises. The pupil will receive a lunchtime detention, as a result of the removal from class. The detention will be recorded by the Pastoral Manager or Learning Mentor.
4. Yellow discs are issued for low-level disruption. Where a more serious incident occurs during a lesson, the teacher will immediately send a yellow card to the office for the offending pupil(s) to be removed and a detention is issued. If a situation occurs where a pupil or member of staff is at serious risk then a red card is sent to the office and all available members of Senior Staff will attend immediately. A detention or internal exclusion would normally be imposed where a red card is issued.
5. If a child has detentions on consecutive weeks then they will receive an additional consequence of a loss of a playtime.

6. Where pupils receive several detentions over a half-term, this will be discussed by their class teacher with pastoral team. Pastoral support is offered and may include a 1:1 Pastoral Manager intervention, Forest School intervention etc. The pupil may also be placed on a target sheet with specific targets and parents will be informed.
7. If there is a failure to improve following this intervention, then a meeting may be called to include the Pastoral Manager, the SENCO, class teacher, parents and the child. This is to review all previous support, assess strengths and weaknesses and set up an **Individual Behaviour Plan**. This enables staff to clarify the concerns and explore ways in which these barriers can be overcome in a clear format. The pupil may be placed on the SEND register and may include a referral to an appropriate outside agency (for example the Educational Psychology service). A Family Common Assessment Form may be started to enable all appropriate information to be gathered and aid a future referral to MAST for support.
8. Failure to respond to previous interventions may result in an internal exclusion. This takes place in school during a normal school day but the pupil works in isolation. The duration of the first internal exclusion is half of the school day. A subsequent internal exclusion would be for the whole school day. (Where a pupil actively participates in an equality discrimination incident then a half day internal exclusion is automatically imposed).
9. Failure to respond to internal exclusions would lead to an external, or fixed-term, exclusion of between one and forty five days. (See Exclusion Process).
10. Where a pupil actively participates in a very serious incident then they may be subject to a fixed-term or permanent exclusion, where appropriate, without previous interventions. (See Exclusion Process).

Note.

- Section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The duration of Key Stage 2 detention now depends upon each individual pupil. Previously all pupils received the same length of detention and in some cases this ceased to have an impact. In an attempt for detentions to become a true deterrent, their duration is now dependent upon each individual pupil's detention record. Where a pupil has received previous detentions then the duration increases. For a small minority this may include the time in which they eat their lunch which is supervised and also operates under the detention rules. Where a pupil has not previously received a detention, then an appropriate, shorter penalty is applied. KS2 detention is now only staffed by the Pastoral Manager to ensure a consistent approach is implemented.

Key Stage 1 Behaviour Chart

The behaviour system for Key Stage 1 is very similar to that of Key Stage 2 with the key focus remaining 'Behaviour for Learning'. The main difference is that a Good To Be Green system is employed to better visualise the system for our younger pupils. All pupils have a green card displayed on the chart in their classroom.

1. If an incident of poor behaviour occurs in the classroom then a verbal warning is issued by the member of staff.
2. If poor behaviour persists during that lesson, the Green card is replaced by an Amber Card on the class behaviour chart. The child subsequently misses 5 minutes of their playtime.
3. If poor behaviour persists during that lesson, a Red Card is placed on the behaviour chart. After the red card has been issued to the pupil in one lesson, a yellow card is sent to the office. Office staff will then contact the Pastoral Manager or Learning Mentor who will remove the child from the classroom for the duration of that lesson. Staff will provide work which the pupil can continue with unaided once they have been removed, for example English or maths exercises. The pupil will automatically be given a lunchtime consequence. The consequence will be recorded by the Pastoral Manager or Learning Mentor. Key Stage 1 lunchtime consequence lasts for 10 minutes, beginning at 12pm, and takes place with the teacher who had the pupil removed. The time is spent discussing the incident and reinforcing expectations.

Foundation Stage 2

The behaviour system for Foundation Stage 2 is similar to that of Key Stage 1, employing the Good To Be Green system of cards for visual impact and to introduce the pupils to the concept of 'Behaviour for Learning'. However, due to the age of the pupil, a lunchtime consequence is generally not appropriate. A pupil may still be removed from a lesson for a serious incident, but parental involvement occurs much earlier in the process to enable joint work and early intervention on improving pupils' behaviour.

Foundation Stage 1 / Nursery and Little Beck

The behaviour system for Foundation Stage 1 and Little Beck also consists of a very clear and consistent procedure that is based on Conflict Resolution. Where an incident

occurs, a member of staff challenges the child with a clear “STOP”, and an explanation, for example “That hurts, we use kind hands”. The member of staff then shows the child the relevant ‘Communication in Print’ card which all staff carry. If the child has the language capacity then this is followed up with the question “Why did you do that?” The member of staff then asks “How are you going to make them feel better?” The member of staff then models the good behaviour. If the issue occurs during an activity then the offending child is removed from the area and directed to a different, constructive activity for a short period of time, for example writing or counting. Incidents are later discussed with the child’s parent at the end of the session.

Playground Incidents

Through our involvement in the Healthy Minds programme, staff have been trained to deal with incidents between pupils in a clear and consistent way. Using the Communication Framework pupils are given an opportunity to talk. Staff listen and then acknowledge the pupil before encouraging the pupil to think about a positive outcome. Where pupils are involved in a number of playground incidents they may need to use some breaktimes to reflect upon their actions with a member of the pastoral team.

6. Equality Discrimination Incidents (see Equality Policy)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED).

DfE advice explains that the PSED, sometimes referred to as the ‘general duty’, extends schools’ equality duties to all protected characteristics:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

At Beck Primary we take our legal and moral duty to equality very seriously. As a result, we have a very clearly defined structure when dealing with incidents of equality discrimination. All incidents are investigated and logged on CPOMS. Following the investigation, the perpetrator may be given a minimum half-day internal exclusion.

During this time they will be expected to write an account of the event including a reflection of the effect of their actions upon the victim.

7. Exclusions

Section 51A Education Act 2002 and regulations made under that section state that the Head teacher has the legal power to exclude a pupil on disciplinary grounds. At Beck Primary the use of exclusions is taken very seriously. Consistent use of our behaviour strategy has led to a gradual decline in the number of lunchtime, fixed-term and permanent exclusions.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.

The law states that a pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days) in a single academic year. A fixed-term exclusion is only imposed following a serious incident(s).

The decision to permanently exclude a pupil would only be taken as a last resort:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, including where it is proved that a pupil has made a malicious allegation against a member of school staff.

Our exclusion process is as follows:

1. Report / record of incident(s) leading to the exclusion.
2. Immediately notify parent(s), in writing, including the following information:
 - The reason for the exclusion.
 - The duration of the fixed-term exclusion.
 - In the case of a permanent exclusion then clearly state that it is permanent.
 - That the parent(s) have the right to make representations about the exclusion to the school's Governing Body and that the pupil can be involved in this process.

- There is a legal duty for the parent(s) to ensure that the pupil is not present in a public place during normal school hours for the first five days of an exclusion (alternative educational provision is not included in this). Without reasonable justification this could lead to a fixed penalty notice or prosecution.
- The nature of alternative provision for a fixed-term exclusion exceeding five days (start dates, times and location).
- Any previous support / intervention provided for the pupil.
- Any previous incidents involving the pupil.
- The reintegration strategy for the pupil's return to school following a fixed-term exclusion.
- Provide a link to statutory guidance on exclusion and the Coram Children's Legal Centre.

3. Provide and mark work for the pupil for days one to five of a fixed-term exclusion.

4. Fixed-term exclusions exceeding five days require alternative provision from the sixth day. This could include school staff teaching the pupil at the pupil's home or public library or the pupil attending a different school for the duration of the exclusion.

5. Immediately notify the school's Governing Body of an exclusion exceeding five days.

6. Immediately notify the LEA of an exclusion exceeding five days.

7. Complete an Early Help Assessment Part One / update an FCAF for the pupil and send to MAST.

8. Ensure parents understand the information: translating letters / using interpreters where appropriate.

9. Complete and send any other relevant referral forms e.g. Youth Offending Service.

8. Team Teach

The term “Team Teach” describes a broad spectrum of risk reduction strategies and positive behaviour supports. Team-Teach is a holistic approach involving use of spaces, management of time, changes to the environment, stance, postures and gestures, facial expressions, eye contact, voice tone, pitch, commands, vocabulary and physical contact. Physical contact accounts for less than 5% of this framework and includes prompts, supporting, comfort and reassuring touch, guides, escorts and holds as well as physical restraint.

Staff training involves raising awareness of an individual’s needs and differences, some physiology and psychology including the conflict spiral, behaviours that challenge and the six stages of crisis as well as dynamic and formal risk assessment. Risk cannot always be eliminated, but where there is a foreseeable risk it must be assessed and, where possible, reduced. The 1974 Health & Safety At Work Act places these legal duties on employers.

The core value of all our physical interactions is the best interest of the individual child. When faced with the possibility of a physical intervention, staff are trained to dynamically assess three key questions:

1. How is this intervention in the best interest of the individual pupil?
2. Is it proportionate to the circumstances it is intended to prevent?
3. Is it necessary to do this now?

Reasonable, Proportionate and Necessary.

Where a physical intervention has taken place then post incident support for all involved is implemented as well as a formal record of the incident within the red bound and numbered book and parent/carer is notified.

All staff receive the basic 6 hour Team Teach training course. This is delivered by M.Pont (Pastoral Manager at Beck Primary) and J.Irwin (Inclusion Manager at Hucklow Primary). Both are fully certified and insured Intermediate Team Teach Tutors. This certificate requires annual two day refresher training.

9. Parent / Carer Conduct

At Beck we acknowledge the importance of positively engaging with the parents / carers of our pupils and as such we work hard to involve them with as much of Beck school life as we can. For the vast majority of our hundreds of parents this is the case. There are times, however, that the behaviour and conduct of parents / carers is not appropriate. Where a challenging situation occurs, parents / carers must speak to the appropriate staff to affect a positive outcome. If the parent / carer feels that a positive outcome has not been reached then they can arrange an appointment to speak to a member of the Senior Leadership Team. Where parents fail to act appropriately and display any kind of physical and/or verbal aggression then they may receive a warning letter stating the concerns and future expectations. Failure to comply could result in a ban of that parent / carer from the school premises for a fixed period of time and possible involvement of outside agencies such as MAST, Sanctuary Housing / Sheffield Homes or even the Police.

Key Stage 2 Behaviour System

