



Beechwood
CE Primary School

BEHAVIOUR PROCEDURES

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Behaviour Procedures

As a member of the drb Ignite Multi Academy Trust, we follow the Trust's [Behaviour Policy](#). This can be found on our school website and also on the Trust's website. These Positive Behaviour Procedures reflect how our school will follow and implement the Trust's Policy and are contextualised to meet the needs of our unique school community. Meeting the diverse needs of our pupils will always be the foremost consideration of both the school team and the Trust.

Together we aim to fulfill our Christian vision; to aspire, flourish and make a difference together. We also promote, model and celebrate the Christian values of:



Creation of an environment with good relationships and learning behaviours

We believe that effective, transformational teaching and learning requires excellent behaviour and attitudes in all aspects of school life. As such, we aim to create a purposeful environment by paying attention to key aspects of our provision.

Relationships at the centre of our vibrant school community	➔	We believe that strong relationships support pupils to feel safe and valued. We prioritise the building of caring and responsive relationships for everyone in school
Structures encouraging good learning behaviours, healthy relationships and self-discipline	➔	We have clear rewards, sanctions and consequences in place. These are supported by structures that encourage good learning behaviours and self-discipline. In addition, we train staff consistently to ensure that they are confident and able to effectively manage behaviour inside and outside of classrooms.

Promotion of self-awareness, confidence and esteem	➔	We encourage pupils to value, honour and respect themselves and others. We are proud to be engaged in the <i>UNICEF Rights Respecting Schools Programme</i> which helps our pupils become self-aware, confident and empathetic young people.
Provision of a safe environment	➔	We ensure that there are always sufficient numbers of staff to ensure that pupils are physically safe and free from harm. In addition, we ensure that all pupils are taught about personal safety and that incidences of violence, bullying or harassment are not acceptable and will be dealt with swiftly and consistently.
Early intervention	➔	We try wherever possible to be proactive rather than reactive when dealing with challenging behaviours and situations. This helps to keep school a calm and happy place for all pupils to enjoy their learning and friendships.
Strong relationships with parents/carers	➔	We see parents and carers as partners in supporting children's wellbeing and learning. We aim to build meaningful and reciprocal relationships with parents and involve them actively in reviewing and implementing all behaviour procedures.
Encouraging responsibility from the start	➔	At every age, we actively teach and encourage pupils to take responsibility for their actions and to reflect on the impact for those around them.
Learning and improving together	➔	We ensure that all behaviour incidents are reviewed by the staff team and that relevant lessons are learned and improvements made as required. Where further staff training is highlighted, this will be considered a priority.



Roles and responsibilities

Within school, there are a number of roles and responsibilities relating to the establishment and implementation of our Positive Behaviour Procedures. In addition, our trustees, senior leaders and staff work together to ensure there is no differential application of the procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. This is in line with the Trust's equalities policy and statement. We also work together to ensure that the concerns of pupils are listened to and appropriately addressed.

Pupils

Pupils are expected to take responsibility for their own behaviour and are made fully aware of our procedures and expectations. These are further highlighted through our Pupil and Parent Guarantees and Expectations Charter. Pupils have a responsibility to ensure that any incidents of disruption, bullying or any form of harassment are reported to their class-teacher or a member of staff straight away.

Parents/carers

Parents and carers are responsible for the behaviour of their child both inside and outside school. We have good relationships with our parents and encourage them to work in partnership with school in maintaining high standards of behaviour. We also encourage them to raise any issues arising from the operation of our procedures.

Staff

Everyone working in school i.e. teachers, support staff and volunteers, are responsible for ensuring that our procedures are followed, and consistently and fairly applied both inside and outside school. Staff commitment to the implementation of our procedures is essential so that a safe and high-quality learning environment is created where pupils feel secure and cared for and can develop self-discipline and personal responsibility.

Headteacher and senior leaders

The Headteacher and senior leaders are responsible for the implementation and day-to-day management of the Trust's Behaviour Policy and these Positive Behaviour Procedures.

Trustees and the Trust Board

The Trust Board has responsibility for the establishment and implementation of a robust Behaviour Policy. This is kept under review in consultation with headteachers, staff and parents. The Trust Board ensures that the Policy is communicated to pupils and parents, is non-discriminatory and that expectations are clear. Trustees support the school in monitoring and maintaining high standards of behaviour and expectations at all times through these Positive Behaviour Procedures.



Rewards, Sanctions and Restorative Practice

We believe that a school ethos of encouragement is central to the promotion of good learning behaviours. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals, groups and whole classes. Sanctions are also needed to respond to instances of challenging or inappropriate behaviour.

School Rules

Our positive School rules and values are continually referred to and recognised by all children. These are acknowledged constantly through verbal referencing and visual representation, so that the children clearly understand what is expected of them. There are 3 clear rules –

1. Try to follow instructions.
2. Try to use kind words.
3. Try to use kind hands and feet.

Restorative Practice and conversations

We believe that pupils are willing and motivated to learn from teachers who care about them, who demonstrate **empathy and transparency** and provide predictability, structure, and consistency. Most importantly, our teachers are able to build positive **relationships with students**. One of the most powerful ways that teachers can build relationships with pupils is by having **restorative conversations**. Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow pupils to have a voice. It's an opportunity for both the teacher and pupil to express their feelings about what's going on in the classroom while setting high expectations. At Beechwood we promote and use restorative approaches built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.

Key elements of a restorative conversation at Beechwood

1. Send a strong message of care to the pupil.
2. Give the pupil an opportunity to say "what happened"/give them a voice.
3. Communicate to the pupil how it made you feel.
4. Reiterate your high expectations.
5. Create a plan together that sets both the teacher and pupil up for success.

Behaviour Management in The Early Years at Beechwood C E Primary School

Acceptable behaviour is taught through the Personal, Social, Emotional Development in the EYFS curriculum. Rewards are used in the form of praise, dojo points, sticker, certificates and house points. Parents are kept informed of



any behavioural issues regarding their child. In school, strategies are discussed with parents and, if needed, support is given for strategies at home.

Certificates

Certificates are awarded to pupils by their class teacher. This can be for academic progress/achievements as well as displaying positive learning behaviours and attitudes which reflect our school rules and values as well as our Christian vision. Parents are invited into school to watch their children receive their certificates during fortnightly 'Achievement Assemblies'.

On alternate weeks, each class will hold their own Achievement Assembly where children are praised through peer recognition. At Beechwood, we recognise the benefits of children acknowledging the positives in their peers and celebrate this.

Dojo Points

Dojo points are awarded for demonstrating and following the school rules. Each child has their own Dojo 'avatar' and points are added on the large interactive whiteboard in the classroom as positive reinforcement and public celebration of a child's achievements. These are shared with families via the Dojo app. Each half term, the total number of Dojo Points are counted for each child and a 'Dojo Champion' is awarded for each class. They are praised in Collective Worship and presented with a certificate.

Star of the Day

Each day, the teacher will choose a child as the class 'star of the day' as another way of ensuring our children know how much we value good behaviour and learning attitudes. This *Star of the Day*

Each day awarded at the end of the day where the teacher announces the child they have chosen and the reasons why.

Class Marble Jar

Each class works towards gaining marbles for their jar which encourages a sense of team and collective responsibility. The rewards are given to recognise whole class efforts such as punctuality, readiness to learn, attendance, returning home learning, welcoming new pupils and many more reasons. Each class vote for the prize they are working towards which is then displayed on the jar. Examples of these prizes are craft sessions, additional active breaktimes, biscuit decorating or hot chocolate with a school VIP.

Our Sanctions and Procedures

At Beechwood, we start with the premise that every day is a new day. Children should be given chances to reflect and modify their behaviour on a daily basis. However, when a child's behaviour disturbs the class and others' progress, the 'Steps' below must be followed, consistently and fairly. A few children will need individual help. In some circumstances where behaviour is constantly at a medium level or above, a plan will be written in consultation with the SENCO/Pastoral Support and emotional/behavioural monitoring will start.



We have a structured set of age-appropriate sanctions which make a clear distinction between minor and major concerns. Their use is characterised by clarity of why the sanction is being applied and what change in behaviour is required.

Daily Behaviour Steps Chart

We follow this consistently throughout the school in Years R-6.

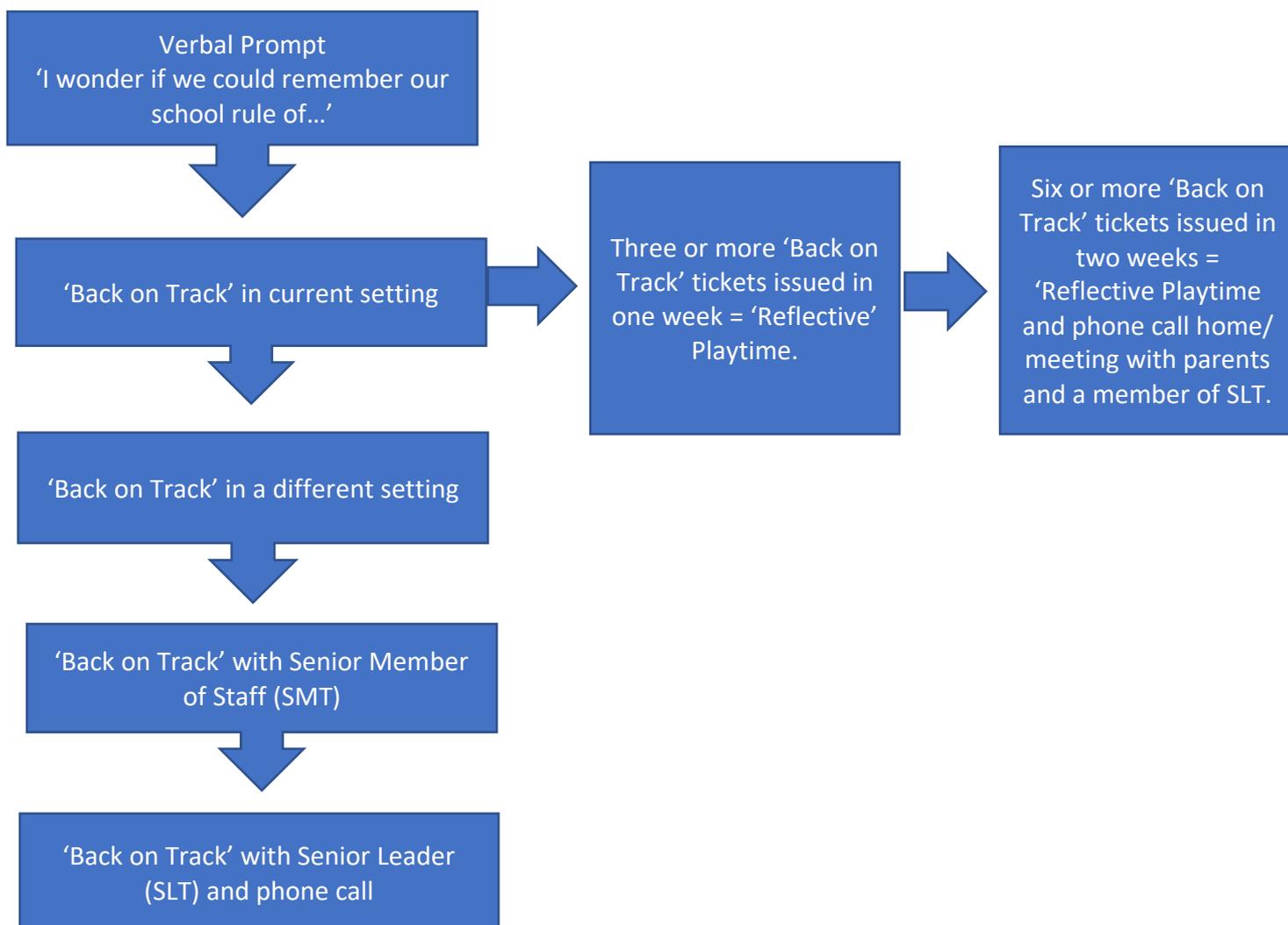
Steps	Actions
Step 1 Low level	Verbal reminders are given directly to children if they are not following the school rules. This should be a specific reminder that highlights the school rule that the child needs help with. For example, "I wonder if we could remember our school rule of..."
Step 2 Low/Medium level	<p>If a child needs time to reflect on their behaviour, they will receive a 'back on track' (BoT) ticket. This identifies steps they need to take to get back on track to behaving in a way that aligns with the school rules. This aims to help our children to understand what has gone wrong and how they can make their actions right in the future.</p> <p>At EYFS and KS1, children are given a symbolised ticket to remind them of the school rule they need help with. This should be supported with a verbal reminder of how to get back on track to following the school rules.</p> <p>At KS2, children are given a 'back on track' slip, where they need to work with the teacher on specific aspects of their behaviour to help them get back on track. For upper KS2 pupils, this may be an opportunity for them to identify these steps themselves before discussing with the teacher. This can be written with or by the teacher if necessary.</p> <p>Examples of the pupil being 'back on track' should be noted and acknowledged through positive praise and by the receiving member of staff initialling the slip. This focusses on building, maintaining and repairing relationships when something has gone wrong.</p> <p>When the teacher feels that the child's behaviour has been resolved, the child is given the opportunity to post their ticket/slip into a 'back on track box'.</p>
Step 3 Low/Medium level behaviour	<p>For children who need further behaviour intervention, a short space of time outside the room maybe required. In this case, the child will take their 'back on track' ticket to another classroom. The member of staff, then helps the child to restore their behaviour in this setting, before sending them back to class. The areas of concern will be written on the ticket or shown through a symbol. This solution focussed approach concentrates on next steps. It does not have to be the role of the receiving teacher to find out what has happened. The children can choose the member of staff they feel will help them to get back on track. The receiving teacher will initial the 'Back on Track' ticket for our records.</p> <p>An example of how to receive a child...'Hello (name), thank you for your BoT ticket, please take a seat here. I will be looking for your best behaviour and will speak to your shortly'.</p>



<p>Step 4 Low/Medium level behaviour</p>	<p>For children who have had 3 back on track tickets within the space of one week, the next playtime will be used as a reflective period. This will be supervised by the child's class teacher and focuses on how the child may be helped differently. This is an opportunity for self-reflection, where the pupil can identify what they are going to try to do to adjust their behaviour.</p>
<p>Step 5 Low/Medium level behaviour</p>	<p>Escalation- For children who have received 6 back on track tickets within the space of 2 weeks, exchanging phone call/meeting with parents/carers may be necessary to plan a supportive way to bring about improvement. Significant incidents of behaviour are recorded online using the MIS.</p>
<p>Step 6 Extreme</p>	<p>Escalation - If a child continues to be uncooperative with staff at low or medium level behaviour, SLT will be alerted. The Headteacher or Deputy Headteacher will investigate the incident and identify the relevant next steps. They will decide whether to internally isolate the child/send the child back to class with a warning. Parents / carers will be notified by the class teacher at the end of the day.</p>
<p>If extreme behaviour is shown, Teacher/TA should alert a member of SLT by using the walkie talkie</p>	
<p>Behaviour/ Serious Incident</p>	<p>If a child displays any of the following behaviours it may be classed as a serious incident: *Racism *Homophobic language *Derogatory language *Verbal Abuse *Sexual Harassment *Bullying *Online Behaviour *Physical altercation *Vandalism *Theft</p> <p>An initial investigation would need to be completed by the class teacher and a decision made to escalate this based on your professional judgement.</p> <p>A behaviour investigation sheet is completed and shared with leaders who will then log online using the MIS system and identify actions required. Feedback to the staff member is to be carried out by SLT</p> <p>SLT will decide the most appropriate action and parents/carers will be invited into school to discuss the incident. Please see the behaviour policy</p>



Summary of Behaviour Intervention Procedures



'Reflective' Playtimes

Reflective playtimes are an opportunity for the child to have a safe space to think things through and the behaviours that have led to them needing further intervention. Conversations between a member of staff and a pupil can be structured in a way that restorative thinking in a non-judgement way. The following questions should be used to structure the restorative conversation:

What happened?

What were you thinking and feeling at the time?

What have you thought about since?

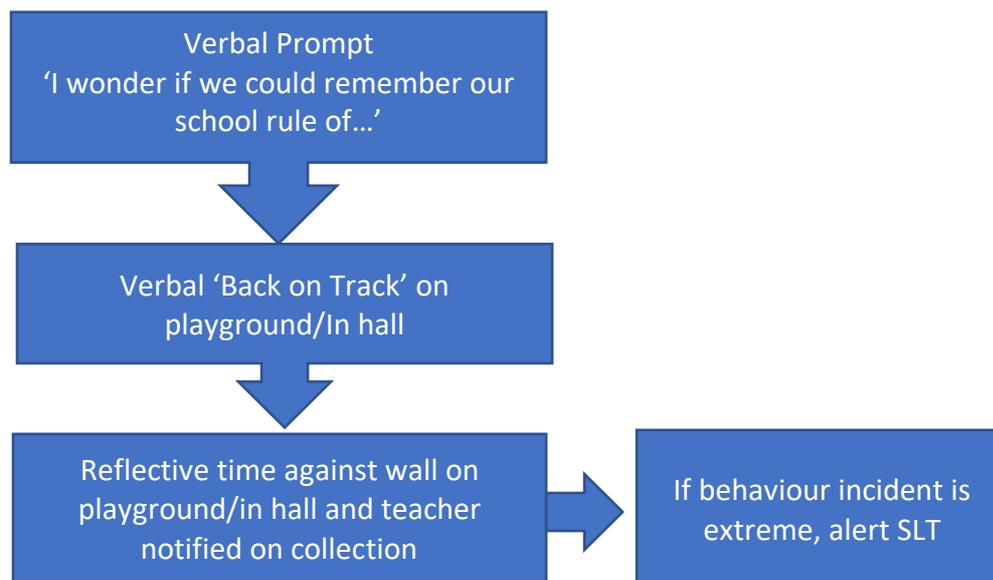
Who was affected?

What do we need to do to put things right?

It is fundamental that the conversation focuses on solutions not the event that led to the pupil needing to reflect on their behaviour.



Lunchtime Procedures



Suspensions

Suspensions are extremely rare and occurs when a pupil's behaviour results in their removal from lessons for a designated period. These may be fixed term. In very exceptional circumstances, permanent exclusions make take place. Our school follows the Trust's Exclusion Policy and DFE Guidance on Exclusions.

<https://www.gov.uk/government/publications/school-exclusion>

We will only exclude a pupil when there is absolutely no other option to maintain a safe and secure learning environment for everyone. We will not do so without the full support of the Trust and in full consultation with parents/carers and any external agency involved with the pupil. However, the Trust will not shirk from taking appropriate action when necessary. See the Trust Exclusion Policy for further detail.

Bullying and peer on peer abuse

Every pupil has the right to attend a school free from bullying/abuse.

We are committed to ensuring any report of bullying/abuse is taken very seriously:

- If bullying/abuse is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, passing it to a more senior member of staff as appropriate.
- The member of staff dealing with the incident will direct colleagues or will themselves conduct interviews and gather evidence about the incident and will then make an informed decision about the best course of action.
- Senior leaders will be kept informed at all times.
- Parents/carers will be informed of incidents and outcomes and will be involved in conversations as appropriate.



- Restorative and/or punitive measures will be used as appropriate and will follow consultation with all parties involved.
- A full record of any incident, actions and outcomes will be recorded on CPOMs allowing us to monitor effectively and ensure appropriate actions are taken and recorded.

Monitoring, evaluation and review

These procedures are consistently implemented and monitored throughout school. They are also monitored through the Trust Improvement Board which reports directly to our Trustees. The effectiveness and fitness for purpose of our procedures is reviewed annually and signed off by the Trust Chair.

Monitoring and review	CEO, Headteacher, Trustees
Links	Trust Behaviour Policy Child Protection and Safeguarding Policy and Procedures
Staff responsible	CEO Executive Director of School Improvement Headteacher Staff
Committees responsible	Trust Improvement Board
Next review	September 2024
Sign off by Trust Chair	

For note:

Should there be any changes/further national guidance issued relevant to these Procedures, they will be updated accordingly prior to the review date shown above and referred to the next Trust Improvement Board meeting.

Change Management

Issue no	Date	Change description
2.0	Sept 22	Full review
2.1	September 2023	Full review