



Beckley CE Primary School

Behaviour Policy

Values Statement

At Beckley Church of England Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self-worth; providing guidance through the loving example of Jesus Christ.

Mission Statement

Our hope is that each child at Beckley will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress, fulfil their true potential and **A**chieve, **B**elieve, **C**are.

Equalities Statement

At Beckley CE Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At Beckley CEP School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Policy revised: February 2017

Policy adopted by the governors of Beckley and Peasmarsh
Ce Primary Federation: February 2017

**BECKLEY CHURCH OF ENGLAND PRIMARY SCHOOL
BEHAVIOUR POLICY**

Achieve Believe Care

ETHOS

The outcome of embedded behaviour management is to achieve a professional atmosphere in which teachers spend their time on teaching and learning and less on managing difficult behaviour. We are a school which is able to focus on identifying problems and solving them in advance, rather than dealing with them after they occur. Working pre-emptively and building strong relationships with children and families is at the heart of what we do.

AIMS

This Behaviour Policy sets out:

- ❑ To establish agreed practise throughout the school community.
- ❑ To provide a safe and orderly environment for children in school.
- ❑ To foster respect and care towards each other and the school environment so that everyone can teach and learn.
- ❑ To ensure fairness and equality for all
- ❑ To encourage exemplary behaviour through rewards
- ❑ To nurture self-discipline, responsibility and independence.

Positive Discipline

In Beckley we practice 'Positive Discipline'. This means:

- ❑ An agreed system of **curriculum, learning and teaching styles** which together aim to create a harmonious learning environment.
- ❑ **School Rules** which are widely known and accepted by children, parents and staff.
- ❑ **Consistent implementation** of the school rules at all levels by all concerned in a positive way.
- ❑ **Acknowledgement** of those children who keep the spirit of the school rules.
- ❑ **Explicit teaching** to develop self-discipline and responsibility in all children through the PSHE/SEAL curriculum.
- ❑ **Correction of behaviour** – consistently applied by all staff – that is outside the school rules.
- ❑ A high expectation for behaviour is held by all in the school community.
- ❑ **Shared values** that underpin all we do.

Shared Values

At Beckley CE Primary School, we believe it is vital to base our behaviour around a set of mutually shared values. We have agreed to focus on the following values in 2016-17:

perseverance	courage	forgiveness
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friendship	trust	hope and thankfulness
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Beckley CE Primary School is a place...

- ❑ Where people (children, staff, governors and parents) are courteous at all times.
- ❑ Where everyone actively supports and participates in an approach to discipline that teaches self-discipline and personal responsibility.
- ❑ Where the policy on behaviour is continually monitored and at regular intervals reviewed and evaluated
- ❑ Where there are reasonable and enforceable rules. The rules have been discussed and agreed by all.
- ❑ Where the rules are applied by all staff consistently and fairly.

School Rules

We believe that by keeping the school rules few but encompassing, they will stay in the children's minds in an effective way. The rules are clearly displayed in the school.

G	G entle hands, feet and words
R	R eally listen carefully without interrupting
E	E xpect to work hard, following instructions and making the most of learning time
A	A lways be honest and tell the truth
T	T reat resources, property and the wider school environment with care

Planned Intervention – Pro-active Steps That Support Behaviour Management

For children and families in our school, planned intervention may take the form of:

School Council

- ❑ Elected representatives for each year group from Year 1 to Year 6.
- ❑ Children meet regularly with the Head of School, Mr Thurston to raise concerns and issues.
- ❑ School Council supports staff in the running of the school.

Buddy System

- ❑ New children have a 'buddy' to help them find their feet.
- ❑ Children in Reception and Year 1 have a Year 6 Buddy who socialises with them at break times to make sure they are happy in school.

Nurture Group

- ❑ Managed by Beckley trained staff, COPES worker and/or School Nurse.
- ❑ 6 week programme for 6 children in KS1 and 6 in KS2.
- ❑ Sessions to explore issues of confidence, behaviour, self –esteem, interaction with others.

Art, Play, Horticultural and Music Therapies

- ❑ Provided by multi –agency teams.
- ❑ Referral will need to have been planned and funding streams sourced.
- ❑ 1:1 intervention to explore issues individual to a child

Managing Inclusion

- ❑ Different assessments used as required
- ❑ Personal, Social, Pastoral Plans (PSPPs).

- ❑ Personal Education Plans (PEPs).
- ❑ Involve other agencies when appropriate within the programme.
- ❑ Use 'Social Stories' worked alongside class teachers.

Anger Management

- ❑ Provided by outside agencies.
- ❑ 1:1 support with trained adult – may take the form of art, music or play therapy.
- ❑ Aimed at addressing aggressive and violent outbursts.
- ❑ Provides calming down strategies.

Family Therapy

- ❑ Off-site provision.
- ❑ Provided for families meeting 'Families in Need' criteria.
- ❑ Includes a combination of 1:1 sessions for children with a therapist and whole family session.
- ❑ Feedback provided for the School.

COPES support

- ❑ Workshops provided for parents on issues such as parenting skills, behaviour management and nutritional advice. To take place in or out of school.
- ❑ Referrals for children and/or families in emotional need.
- ❑ Providing nurture groups.

Social Services

- ❑ Provide support with child protection, safeguarding and Children Services.
- ❑ School Social Worker Liaison Officer.

Police

- ❑ Provide School Liaison Officer.
- ❑ Support with individual children and families.
- ❑ Is able to set up Acceptable Behaviour Agreements.
- ❑ Working in classrooms alongside teachers supporting curriculum particularly citizenship.

Individual Needs Assistant

- ❑ Provide individual support for children with special educational needs for behaviour and/or learning.
- ❑ Directed by class teacher.

Travellers Service

- ❑ Provide support for any child whose family is termed as 'travellers'
- ❑ Are able to provide specialist Teacher INA Support.
- ❑ Often provide a communication link between parents and School.

English as an Additional Language (EAL)

- ❑ Provide support for individual children for whom English is an additional language.
- ❑ Are able to provide specialist teacher and / or TA support.
- ❑ Often provide communication support between parent and School.

School Nurse

- ❑ Work alongside Class Teachers to deliver the curriculum.
- ❑ Provide Support for Parents and Teachers.
- ❑ Able to access medical professionals.
- ❑ Complete Health Checks.

Educational Psychologist

- ❑ Completes assessments on individual children.
- ❑ Makes recommendations for children with SEN.
- ❑ Supports parents and School in meeting the needs.

CAMHS

- ❑ Provide advice to parents and staff about children with mental health problems e.g. ADHD.
- ❑ Provide liaison for Schools to discuss children who may be giving cause for concern.

Social, Emotional and Behavioural Skills

At Beckley we believe that social, emotional and behavioural skills underlie every aspect of school, home and community life, including getting on with other people. Through SEAL (Social and Emotional Aspects of Learning), PSHE

and Citizenship, we offer an explicit, structured, whole-curriculum framework and resource for developing the social, emotional and behavioural skills of all children.

Relationship Building

We need to help children establish regular punctual attendance and good behaviour from the start, including parents in this awareness. The Early Years Foundation Stage transition meetings and initial 'home visits' will play a significant role in supporting this principle. This will be further supported by the 'Meet and Greet' meetings at the beginning of every new academic year for all year groups across the school. All new children, and their parents, entering the school in any year group, are encouraged to meet their teacher and 'get a feel' for their new environment before their first day through having 'taster' sessions.

Early Intervention

Through ensuring prompt intervention for children where there is poor behaviour or unexplained absence, it is made clear that these will not be tolerated. Early intervention allows communication and provides an opportunity for the school and families to work together where there may be difficulties so that we can understand where the behaviour is coming from. At Beckley we understand that for an effective learning and teaching environment, adults within a school must also be emotionally literate and maintain a strong professional approach to all relationships.

We firmly advocate that praise is the most obvious and effective means of reinforcing appropriate behaviour and motivating children to meet the school's work and behavioural expectations.

Behaviour Management Strategies

Our positive approach to discipline is built upon a system of clearly identifiable rewards and sanctions. This is based upon a principle of trust in the children to meet our high expectations and boundaries and as such, the behaviour management of the children is embedded through the critical mass of children behaving in an exemplary way and thus children manage their own behaviour explicitly and the adults managing the behaviour implicitly.

Rewards and Incentives

Where we make the consequences of inappropriate behaviour clear to the children, we also make the benefits of getting behaviour right equally clear through whole school incentives. Our expectation is for exemplary behavior at all times, from all people. In addition to this we have formal arrangements to say 'well done' to the children:

Whole School Celebrations

- ❑ This is a weekly celebration of the children's achievements in school, held each Friday as part of our Celebration Worship time. We issue our 'ABC' Awards, for pupils who have demonstrated outstanding Achievement, Belief or Care. Parents are invited to attend and share in the celebration and a weekly display of our ABC Award winners is shown in the main entrance area of the school.

'Tea with Mr T Award'

- ❑ This is held on a Friday afternoon and is awarded to children who have demonstrated impeccable table manners at lunchtimes throughout the week.

Weekly Attendance Awards

- ❑ Each week, we award a certificate to the class which has the greatest overall attendance percentage. This is presented as part of our whole school celebration.

Guidelines for Staff when Rules are Broken

A consistent approach towards challenging behaviour which falls below our expectations is vital. This helps children to have a clear understanding of exactly where the boundaries are. We therefore use the following sequence of guidelines:

Stage One

- ❑ Discussion between child and teacher to try to reach an understanding.
- ❑ Warning of a removal of privileges if situation continues.
- ❑ Removal of privileges – for example, time missed off playtime, moving seat in classroom, time out on a bench at playtime.
- ❑ Physical isolation i.e. sent to work in the office.
- ❑ Make a record of the incident on an ABC form and inform Head of School.

Stage Two:

Unresolved problems;

- ❑ Parents contacted
- ❑ Parents, school and child discussion – expectation set for future behaviour and rewards/sanctions identified
- ❑ Seeking specialist assistance/advice. Variation of teaching strategies.

Stage Three

- ❑ Parents and children will be informed that unless an acceptable solution is reached then the only recourse for the school is Exclusion.

Stage Four

- ❑ Fixed Term Exclusion (3 – 15 days)
- ❑ Permanent Exclusion

Exclusions

In very extreme cases, the Head of School reserves the right to exclude children. Further details on exclusions are in Appendix 1.

Physical Restraint

As a School we understand that there are times when it maybe necessary to restrain children as an absolute last resort. Regulations regarding the use of force are set out in Section 550A of the Education Act 1996: 'The use of force to control or restrain children.' It allows **a teacher** to use 'reasonable force' to prevent a child from:

- ❑ Committing a criminal offence (or what would be a criminal offence if they were old enough);
- ❑ Injuring themselves or others;
- ❑ Damaging property;
- ❑ Acting in a way that is counter to maintaining good order and discipline at the School.

All cases of when physical restraint has been used must immediately be reported to the Head of School. For further clarification and advice refer to, 'Use of reasonable force Advice for Headteachers, staff and governing bodies July 2013' produced by the DfE.

Rights and Responsibilities

We uphold the notion of Rights and Responsibilities at Beckley to underpin our Behaviour Management policy.

Child Rights

- Be safe.
- Be treated fairly and express their point of view
- Be supported in their learning and have high quality resources and equipment to use.
- Be listened to.

Child responsibilities

- Attend school regularly.
- Be punctual.
- Respect others.
- Accept school rules and follow them.
- Be thoughtful, respectful and courteous to all other people in the school.
- Work to the very best of your ability in both class and homework.
- Come prepared for school in the correct uniform and with the correct equipment.

Parents' Rights

- Access to information
- Access to regular reports.
- Access to teachers at appropriate consultation evenings.
- Access to the Head of School.
- Adequate complaints procedure.
- Good standard of education in terms of teaching and provision of resources.

Parents' Responsibilities

Parents should ensure that their children:

- Attend school regularly.
- Are appropriately equipped.
- Are appropriately dressed.
- Understand the necessity for rules.
- Are supported at school through attendance at consultation evenings.

Parents have a responsibility to ensure that the school is given maximum support in order to achieve reasonable aims and objectives.

Staff Rights

- Staff have the right to be an individual at school.
- Staff have the right to be respected and treated with kindness at school.
- Staff have the right to express themselves in a professional manner.
- Staff have the right to a safe school.
- Staff have a right to expect property will be safe and need to ensure it is located in an appropriate way.
- Staff have a right to request assistance from any appropriate resource.
- Staff have a right to be supported by the Head of School.

Staff Responsibilities

- Staff have a responsibility to provide a stimulating learning environment. This means providing a meaningful programme to meet the needs of the children.
- Staff have a responsibility to make school a good place to be. This means being thoughtful, respectful and courteous attitudes to staff, parents and children.
- Staff have a responsibility to take care of property. This means that they take care of school property and respect their own property and that of others.
- Staff have a responsibility to accept and implement school rules. This means observing all safety, playground and classroom rules.
- Staff have a responsibility to provide an appropriate social model within the school. This means that staff behaviour should reflect the values that expected of the children.
- Staff have a responsibility to uphold the GREAT school rules.

- ❑ Staff have a responsibility for discipline both in the classroom and in all other areas of school – corridors, playgrounds etc.
- ❑ Staff have a responsibility to ensure that behaviour management in the classroom is effective.

Governors' Rights

- ❑ To be supported by the Head of School and teaching staff
- ❑ Have access to information and regular reports in order to fulfill their function and responsibilities.
- ❑ Have access to teachers and the Head of School in order to fulfill their function and responsibilities.

Governors' Responsibilities

- ❑ To know the school.
- ❑ To support the Head of School and staff on discipline, sanctions and rewards.
- ❑ To commend staff for good practice.
- ❑ To agree with the Head of School and staff a whole school behaviour policy.

Appendix 1

Exclusions

Before making an exclusion, the Head of School will:

- ❑ Undertake a thorough investigation of the allegations, allowing the child to give their version of events.
- ❑ Check whether the incident appeared to be provoked by racial or sexual harassment taking account of the School Equal Opportunities and Anti-Bullying Policies.
- ❑ Take account of whether the child is from a group at particular risk such as; Looked After Children, Minority Ethnic Children, Travellers, Young Carers, children from families under stress.
- ❑ If necessary consult others, being careful not to involve members of the disciplinary committee.
- ❑ As far as is practicable, to keep the matter confidential in the event that the Governor's Disciplinary Committee needs to met.

A decision to exclude a child for a fixed period or permanently should be taken only:

- ❑ In response to a serious breach of the school's Behaviour Policy; and
- ❑ Once a range of alternative strategies have been tried and failed; and
- ❑ If allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Children with Education Health Care Plans

Other than most exceptional circumstances, the school will avoid permanently excluding children with EHCS. The Head of School will be aware of difficulties before the situation has escalated. Before considering exclusion, the school should seek LA and other professional advice which may include referral to the EBD panel. Thereafter the school should indicate an early Annual Review.

Length of Exclusions

Fixed period exclusions such as individual exclusions should be used for the shortest time necessary. When deciding the length of an exclusion consideration should be given to the time necessary for the school to design and implement strategies to support the child on reintegration.

The law allows the Head of School to exclude children for up to 45 days in a school year.

A decision to exclude a child permanently is the final step in the process in dealing with disciplinary offences. The Head of School will need to demonstrate

that a wide range of other strategies have been tried and have failed, including the use of the Pastoral Support Programme.

Exclusion Arrangements

In all cases of more than a one day exclusion the Head of School should arrange for work to be provided to the child and for that work to be marked. In the case of permanent exclusion the Head of School should arrange for the setting and marking of work during the period in which the excluded child remains on the school roll.

A child excluded permanently will remain on the school roll until the exclusion process (including any appeal) is concluded. The absence of any permanently excluded child is treated as authorised absence while any review or appeal is in progress.

Working with Parents

When excluding a child, the Head of School should make sure that the parent is notified immediately, ideally by telephone, and that the telephone call is followed by a letter within one school day. Exclusion should normally begin on the next school day.

Informing the Governors and LA

The Head of School should inform the Governing Body's Discipline Committee immediately of:

- ❑ All permanent exclusions.
- ❑ All exclusions which result, separately or in total, in the child missing more than 5 School days in any term, or which deny children the chance to take a public examination.

For permanent exclusions, and fixed period exclusions amounting to more than 5 School days in any School year, the Head of School should inform the Tutorial Service, within 3 School days of the start of the exclusion

This information will assist the LA in making informed representation to the Governors' Discipline Committee and will provide much of the management information necessary for statutory reporting and monitoring requirements.