

PHILOSOPHY

At Beckstone Primary we will encourage our children to adopt a personal and positive responsibility within the school community and society as a whole.

Responsibility for responding to the challenges that young people present is a shared one. Young people and their parents, schools and education support services all have a part to play. We will be most effective in reducing the level of behavioural difficulties and increasing the learning opportunities of our pupils if we work together.



AIMS OF THIS POLICY

(Which should be read in conjunction with our Anti Bullying, PSHE, Citizenship & Equal Opportunities Policies)

- ✓ To encourage a calm, purposeful and happy atmosphere within the school
- ✓ To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- ✓ To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- ✓ To have a consistent approach, inline with EYFS, KS1 and KS2, to behaviour throughout the school with parental co-operation and involvement

- ✓ To involve the mid-day supervisors in the process
- ✓ To raise pupil self-esteem
- ✓ To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- ✓ To help pupils, staff and parents have a sense of direction and a feeling of common purpose.



TEACHING POSITIVE BEHAVIOUR

We use materials from Social and Emotional Aspects of Learning (SEAL). This includes themed whole school assemblies and follow-up units of work which the children feedback in a Friday 'Good Work' assembly. This resource aims to provide us with an explicit, structured whole-school curriculum framework for developing our children's social, emotional and behavioural skills. It is co-ordinated by the Headteacher together with the PSHE co-ordinator.

At Beckstone Primary we believe that social, emotional and behavioural skills underlie almost every aspect of school, home and community life. Our policy revolves around praise and encouragement, looking for the positives daily. The children will be motivated and equipped to:

- Be effective and successful learners

- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others or by themselves
- Manage strong feelings such as frustration, anger and anxiety
- Be able to promote calm and optimistic states that promote the achievement of goals
- Recover from setbacks and persist in the face of difficulties
- Work and play co-operatively
- Compete fairly and win and lose with dignity and respect for competitors
- Recognize and stand up for their rights and the rights of others
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own

We also have an Educational Support Manager who supports our children as and when required in class or in the Rainbow Room.

Regular Family group meetings and monthly Courtesy Awards also reinforce the teaching of positive behaviour.

ORGANISATION - Responsibilities, Rules & Routines

At the beginning of each year the school reviews the Behaviour Policy and each class negotiates the new Class Rules (pupil responsibilities.) These rules are the basis of classroom, school and playground rules and routines.

School councillors also discuss behaviour with their pupil councils and feedback the views at regular School Councillor meetings.

STAFF RESPONSIBILITIES

The Class Teacher will take responsibility for the children in his/her class at all times. There is an in-house procedure in place to support staff when children in their class may need extra support. Staff aim:

- ✓ To treat all pupils fairly and with respect
- ✓ To help all pupils to develop their full potential
- ✓ To provide a challenging, interesting and relevant curriculum
- ✓ To create a safe and pleasant environment both physically and emotionally
- ✓ To use positive and negative consequences clearly and consistently
- ✓ To be a good role model
- ✓ To form positive relationships with parents and pupils

- ✓ To recognise and value the strengths of all pupils
- ✓ To offer a framework for teaching the personal, social and emotional skills through the SEAL materials.

PARENTS' RESPONSIBILITIES

- ✓ To make children aware of appropriate behaviour
- ✓ To encourage independence and self-discipline
- ✓ To show an interest in all their child does in school
- ✓ To support the school in implementing this policy
- ✓ To be aware of the school rules



POSITIVE CONSEQUENCES (Rewards)

At Beckstone Primary School we believe that pupils should be encouraged to behave well and work hard. We use a number of positive consequences. We would like children to work and behave for the pleasure of the task but recognise that external consequences or rewards are necessary as well. We use the following positive consequences:-

- ✓ Praise

- ✓ Stickers, stamps & certificates
- ✓ Non-verbal rewards such as thumbs-up sign, smile or a wink
- ✓ Showing work to another teacher, Educational Support Manager, Deputy Head and Headteacher
- ✓ Letters/Praise pads home to parents
- ✓ Displaying work
- ✓ Circle Time
- ✓ Good Work Assemblies
- ✓ Golden Time

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to receive the positive consequences listed. Children's success both in their work and behaviour will be measured against their previous performance rather than against that of the other children in their class.

NEGATIVE CONSEQUENCES (Sanctions)

Sometimes it is necessary to discourage children from exhibiting negative behaviours and to teach them positive behaviours instead. If a child exhibits negative behaviour, staff will ask him or her to stop the behaviour or discuss an incident with those involved. Whenever possible staff will encourage the pupils to try to resolve disputes themselves and to take responsibility for their own actions.

At Beckstone Primary School we do this by a system of logical consequences. Wherever

possible bad behaviour has a logical consequence that is set within the school community. These are linked to the inappropriate behaviour. For example a child who talks in class and disturbs his colleagues might have to work by him or herself for a short while. A child who does not work as hard as s/he is able might have to miss out on his/her 'Golden Time' to finish the work set. These are not designed to punish the child but to teach him/her that there is a consequence to inappropriate behaviour. A range of negative consequences might be used in the school. These include:

- ✓ Withdrawing attention
- ✓ Completing work at break time or during Golden Time
- ✓ Short periods sitting in a quiet area to reflect upon their behaviour
- ✓ Trying to make amends for upsetting or hurting others
- ✓ Writing letters of apologies
- ✓ Writing a letter explaining why things went wrong
- ✓ Letter written to parents
- ✓ Missing a break time
- ✓ Referral to Educational Support Manager
- ✓ Withdrawal of privilege or 'Monitor' responsibility
- ✓ Discussion with Year Group Head, Deputy Head or Headteacher



EQUAL OPPORTUNITIES

(Which should be read in conjunction with our Equal Opportunities Policy.

The Governing Body believes that fairness and consistency of judgement and respect are essential to any Behaviour Policy. Staff and pupils have equality of opportunity and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race or religion.

INVOLVING PARENTS

At Beckstone Primary School our P.S.H.E. lessons cover aspects of Behaviour management. Our Home/School Agreement includes the part played by the children with regard to expected appropriate behaviour.



INVOLVING PUPILS

We have an active School Council with representatives from each class. Also tri-weekly family group meetings and regular Circle Time sessions, plus termly SEAL and yearly Anti-Bullying Week feedback assemblies.

MONITORING

Initially staff keep an informal record of concern for inappropriate behaviours.

If there is a continued concern about a pupil's behaviour his/her parents will be invited to talk to his/her class teacher. This will allow the teacher to find out if there are any factors that might be affecting the pupil (for example marital breakdown, bereavement or if the child is unhappy in school.) The teacher will then discuss how school and home might help the pupil to improve his or her behaviour. This might involve extra encouragement or a short chat with parents and/or pupil each week or even Home/School Log Book monitoring.

It is hoped that the pupil will make progress but sometimes the concerning behaviour continues and more support is required. The class teacher will then discuss ways of helping the pupil improve their behaviour with the S.E.N.C.O. An Individual Education Plan will be written and discussed with parents. After a short while the plan will be reviewed and if there has been progress the child might continue with the plan or it might be withdrawn. If progress has been very slow then a referral might be made to a specialist teacher or to the Educational Psychologist with the parent's permission.

In exceptional circumstances a pupil might be temporarily excluded, internally suspended or indeed permanently excluded from school, in the event of intentional physical violence to

staff or pupils. This will only be done if it felt that s/he is a risk to him or herself or to other pupils in the school or when there would appear to be no other alternative.

A Pastoral Care Support Plan is then sanctioned in accordance with County Guidelines and Procedures after a fixed period of exclusion.



ASSESSMENT & RECORD KEEPING

(Which should be read in conjunction with our Anti-Bullying Policy)

There are large numbers of record forms for collecting and assessing information on a pupil's Emotional & Behavioural Difficulties (EBD). Different methods are needed for different types of behaviour and in some cases additional help may be required. Owing to the transient, idiosyncratic nature of EBD and the fact that all pupils could develop EBD at any time, it is important to keep records of all pupils' Emotional and Behavioural development in terms of areas of difficulty, type of observations made, duration of EBD, and response to intervention. We use Children's Services 'Planning for Positive Behaviour' materials to address the individual concerns.

For these reasons it is suggested that once a pupil has been registered on the Code of

Practice owing to EBD, a **Pupil Tracking Form** is included in their school records, which should be updated yearly.

A general comment, RAG rating, will be made on each child's end of term report with regard to his/her behaviour.

Section 89 Compliance

In accordance with Section 89 of the Education & Inspections Act 2006 the Headteacher will ensure this policy is enforced to ensure good behaviour and is reviewed and made known to school stakeholders at least annually.

EVALUATION

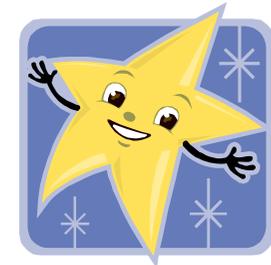
The effectiveness of this policy will be measured by:-

- ✓ An improvement in the quality of dialogue between children and adults
- ✓ Pupil participation and parent questionnaires
- ✓ Independent and autonomous children who are able to take ownership of their learning and behaviour
- ✓ A reduction in the number of pupils referred to external agencies for behavioural concerns

Michelle Pike, PSHE Co-ordinator

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**Behaviour
Management
Policy**