



Behaviour Policy

Date Created:
June 2022

Review Date:
June 2023
June 2024
June 2025
June 2026

Rules: **Be Safe, Be Kind, Work Hard, Love Learning**

Our vision: responsible citizens, confident individuals, successful learners

We want:

- a positive school culture where children show positive, pro social behaviours in and out of lessons;
- to enhance self-esteem so children are confident emotionally, socially and academically;
- to ensure all children have a positive learning environment where they make progress and experience success;
- the children to be responsible for their actions and choices and leave our school understanding the impact their behaviour has on themselves and others;
- our children to respect themselves, others and their environment both in school and the wider community.
All aspects of this policy apply equally to everyone in the school community regardless of gender, belief or ethnicity.

Staff commitment and modelling

- Our staff recognise that how they behave is as important as how the children behave.
- They treat everyone with courtesy and dignity and use de-escalation and preventative strategies. They keep the situation calm.
- Staff model and demonstrate kindness, and speak respectfully and calmly to reduce conflict and avoid escalating any situation.
- It is the inappropriate behaviour that is rejected, not the child.
- We teach and re-teach behaviour. A child's success at reducing inappropriate behaviour will be acknowledged.
- All the staff understand that the children need to be guided to accept responsibility for their actions and their consequences, both intended and unintended.
- All staff recognise that some children may have additional needs and adapt this policy accordingly.

Six principles of nurture

These underpin everything we do.

- Children's learning is understood developmentally.
- The importance of nurture for development of wellbeing.
- All behaviour is a form of communication.
- The classroom offers a safe base.
- Language is a vital means of communication.
- The importance of transition in children's lives.

Strategies we use at Beechfield to de-escalate

We follow the Hertfordshire Steps Approach that aims to reduce and manage conflict by building a positive school ethos. We use the following script:

- Child's name
- I can see something has happened
- I'm here to help
- Talk and I'll listen
- Come with me and ...

Playground behaviour

This is monitored by staff on duty. Serious incidents or repeating patterns of minor incidents e.g. interruption of play, physical incidents will be followed up by teachers with support of SLT.

Very serious incidents are referred to the Headteacher.

Behaviour Management

We recognise that positive strategies encourage sensible choices and personal responsibility.

A positive approach makes children feel valued and appreciated. Good behaviour is expected at all times and is acknowledged through:

Promotion of calm start, mindfulness, Zones of Regulation and safe spaces.

Verbal praise, constructive feedback from adults and peers, promotion of a Growth Mind-set.

Advertising the behaviours/learning attitudes we want to see.

Positive written comments on the children's work, visits to the

Headteacher, SLT and other staff to share good work/ excellent effort.

Special responsibilities within the class, class jobs, Peer Mediators, Play Leaders.

Personalised whole class rewards system.

Small rewards such as praise, stickers, house points for effort, helpfulness, achievement.

Informing parents of achievements through a note, email, telephone call or face-to-face.

Star of the Week, kindness book, reading, maths, handwriting and sports awards, 5 Keys to Wellbeing certificates, attendance and punctuality are all presented in Celebration Assemblies as well as sharing examples of good work and effort both inside and outside of school.

Headteacher Awards are presented termly for exceptional learning, effort, behaviour.

Prefects support children in school and model excellent behaviour, they promote pro-social behaviour around school.

Protective and Educational Consequences

We have a clear behaviour ladder that sets out consequences for any poor behaviour (on or offline). Staff are committed to challenging any behaviour that includes physical violence or abuse, threats, verbal abuse, theft and damage to school property. This includes all forms of bullying or racism. Children are made aware they have choices to make. Behaviour is recorded on Arbor and is monitored daily by the SLT.

If a child has difficulty maintaining acceptable behaviour in school these strategies may be followed:

- The class teacher will support the child in improving their behaviour through **positive** reward systems.
- School staff will liaise with each other to support the child.
- Parents/carers will be consulted and invited to share the process.
- Roots and Fruits and Anxiety mapping will be used.
- A behaviour risk calculator will be completed to see if an individual risk management plan is needed. If it is needed it will be completed by the teacher and a member of SLT.
- All staff supporting children who have therapeutic interventions will be made aware of individual plans for those children.
- When there are prolonged difficulties external support will be sought from outside agencies with agreement from parents/carers.

Suspensions

Children who do not respond to strategies may be suspended for a short or a longer fixed term period. A plan may be put in place agreed by school, parents and outside agencies. Permanent exclusion could follow if none of these strategies are successful.

A decision to exclude a child should only be made: **In response to serious breaches of the school's behaviour policy; AND Where allowing the pupil to stay at school would seriously harm the education or welfare of the pupil or of others in the school.**

There may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one-off' disciplinary offence, and these can include: Serious actual or threatened violence against another pupil or member of staff; sexual abuse or assault; supplying an illegal drug; or carrying an offensive weapon.

Bullying is not tolerated at any level and may result in fixed or short term exclusion if it persists.

Level	Behaviour Examples	Actions/Sanctions
0	<ul style="list-style-type: none"> • Poor effort • Disruptive fidgeting • Inappropriate interruptions • Distracting others • Disruptive noises • Unkind remark • Being dishonest • Deliberately annoying others • Bad language (one off) • Answering back e.g. questioning a situation • Wandering around the room during work time • Improper use of school equipment • Dropping litter 	<ul style="list-style-type: none"> • Reminder of rules • Rewards/praise for those doing the 'right' thing • Offer two choices • Verbal warning outlining consequences • Related sanction (restorative justice) e.g. re-do work, clean area (consider how to 'fix' what went wrong). • If playtime or lunchtime; time out 'on the line' • Age appropriate time out in class (e.g. 2 minutes Year One) • Working on their own within their classroom (not at their group table)
1	<p>Persistence in level 0 behaviour</p> <ul style="list-style-type: none"> • Refusing to work/refusing to follow adult instruction • Anti-social behaviour • Playfighting • Hurting another pupil either physically or emotionally • Being disrespectful 	<ul style="list-style-type: none"> • Send to teacher in the phase with work. Teacher to decide for how long. If sent out twice in a morning or afternoon then they will have a reflection. • Lose age appropriate minutes from break time. • Restorative Justice, e.g. clean the area, repair the damage. • If during lunchtime, be sent to Reflection. Parents informed. Reflection logged on Arbor.
2	<p>Persistence in level 1 behaviour</p> <ul style="list-style-type: none"> • Anti-social behaviour that leads to injury or damage • Discrimination without intent • Emotional harm without intent • Walking out of the classroom without permission, going into areas of the school that are out of bounds • Incident of a sexual nature (check Brook Traffic Light) • Inciting other children to misbehave • Stealing • Intentionally swearing at another person • Threatening and intimidating • Vandalism 	<ul style="list-style-type: none"> • Send to Key Stage Leader for rest of the session • Work in another class for a specified amount of time e.g. ½ day, 1 day. • Lose all of lunchtime. Parents informed. Reflection logged on Arbor. • Contact Pastoral Lead. • Meeting/telephone call with child and parents by Class Teacher
3	<p>Persistence in level 2 behaviour</p> <ul style="list-style-type: none"> • Injury with intent • Physical fighting • Emotional harm with intent • Attempting to leave school site without permission • E-safety incident • Discriminatory incident against a protected characteristic • Sexualised behaviour 	<ul style="list-style-type: none"> • Send to Key Stage 2 Leader for the rest of the morning/afternoon • Send to Reflection • Restorative justice • SLT Meeting with child and parents by SLT (face to face or phone call). • Parents possibly asked to come into school support children with work during school day
4	<p>Persistence in level 3 behaviour</p> <ul style="list-style-type: none"> • Serious injury with intent (Headteacher's discretion) • Bullying – physical or emotional, including against a protected characteristic • Cyber bullying • Leaving school without permission 	<ul style="list-style-type: none"> • Send to Headteacher/Assistant Head • Parents informed letter /phone call/face to face • Possible internal/external exclusion • Possible reduced timetable • Possible intervention from other agencies, e.g. Police, social workers etc. • Possible intervention from Governors
5	<p>Persistence in relation to behaviours listed under level 4</p> <ul style="list-style-type: none"> • Possession of harmful substances or weapon • Very serious injury to someone else with intent 	<ul style="list-style-type: none"> • Permanent exclusion

Safeguarding and E-Safety

Safeguarding and E-safety is of paramount importance. With the increase of children accessing technology and social media, any of these behaviours listed in our behaviour ladder can be related to on and offline behaviour. Parents and children are encouraged to report any E-Safety concerns even if they occur outside of school so we can support with them.

Recording on Arbor

All incidents and above are recorded on Arbor. Children can jump levels according to the behaviour type. Persistence in lower level behaviours can result in a higher level.

Reflection

Parents will be informed if their child has had a 'Reflection' issued so they can talk to their child at home about the incident. If a child has more than 3 'Reflections' in a half term then the parents will be invited in to meet with SLT.

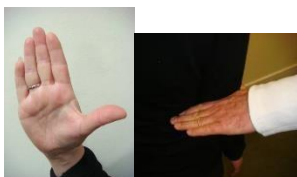
Positive Handling

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort a child in distress (so long as this is appropriate to their age and understanding)
- To gently direct a child
- For activity reasons (for example in drama, physical games etc)

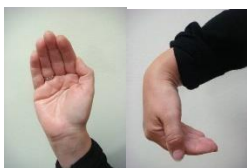
Staff agree to follow the principles of Hertfordshire Steps regarding handling children in school. All physical contact with children should use either an 'open mitten' or a 'closed mitten'.

Open Mitten



- Fingers together
- Thumb away from fingers
- Palms parallel to floor
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.

Closed Mitten



- Flat hand
- Fingers and thumbs together
- The hand should remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising.

Guiding and Escorting:

Sometimes it may be necessary to guide children. All staff who have completed Step On Training have been trained how to do this in a safe way without putting anyone at risk.

Touch Guidance: Staff are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this guidance to appreciate : the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

Why do we use touch? We may choose to hold children for a variety of reasons but in general terms we would normally do so for either comfort or reward. We may also need to physically touch, guide or prompt children if they require personal care, assistance with writing, eating, dressing etc.

Hugging: At Beechfield School, we use a 'Side Hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. This can be done either standing or sitting.



Hand holding – Offering an arm

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is acceptable when the hand holding is compliant. However, if the hand holding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of 'Offering an arm'. This is done by the adult holding their arm out and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security, if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm, which would appear to be regarded as a neutral zone in most cultures.



- Offering an arm
- Hip in
- Head away
- Sideways stance
- Arm is offered
- Child accepts the invite
- Draw elbow in for extra security

Lap Sitting

At Beechfield School we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means, for example the 'Side Hug' or 'Offering an arm'. If a child attempts to sit on your lap, explain to them that this is not what we do here, and ask them to sit next to you if it is appropriate.

Safe Working Practice

At times, children may be in such crisis or distress that they hold you in a way that is not described as above (e.g. front on hug / lap sitting). If this should happen, please ensure that you have informed a senior member of staff to protect yourself. You may be asked to make a note of this. This will be in order to record and monitor the amount of times the child is doing this to staff to identify whether this is a 'controlling' behaviour, or whether the child is displaying distressed behaviour regularly.

Please note that although we have touch guidance and believe that contingent touch can be a positive experience for the children, this does not mean you have to touch children. It should also be realised that some children will not want to be touched. Please respect this.

Parents / carers will be made aware of this policy when their child is admitted to this school. If staff have any questions or would like further discussion regarding this policy, please speak to a member of the SLT.