



Our vision

We want:

- to enhance the self- esteem
- promote a positive learning culture through good behaviour and enhance the educational outcomes for all of our children
- the children to 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 applies 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 show 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.

Parents

At Beechfield we want a strong partnership between the parents, school and the children to promote good behaviour and a positive culture for learning.

We believe we have a right to expect that parents will support the school when dealing with their children's behaviour. We strongly encourage parents to keep school informed about any behaviour difficulties they are experiencing at home or any trauma that may affect their child's performance. School will keep parents informed of ongoing concerns at the earliest opportunity. All reflection forms that are completed are sent home for parents to see.

Behaviour Management we recognise that positive strategies encourage sensible choices and personal responsibility. They make children feel valued and appreciated. Good behaviour is expected at all times and is acknowledged through:

- Promotion of calm start, mindfulness and peer massage.
- Verbal praise, constructive feedback from adults and peers, promotion of a Growth Mind-set.
- Advertising the behaviours/learning attitudes we want to see.
- Written comments on the children's work, visits to the Headteacher, SLT and other staff to share good work.
- Special responsibilities within the class, class jobs, House Captains, Peer Mediators.
- Personalised whole class rewards system.
- Small rewards such as merits, stickers or house points for effort, helpfulness, achievement.
- Informing parents of achievements through a note, email, telephone call.
- Star of the Week, certificates, badges, Headteacher Awards and 5 Keys to Wellbeing certificates are presented in Celebration assemblies as well as sharing examples of good work and effort.

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 to support behaviour

Non-verbal signals will be used around the school and within the classrooms wherever possible:

Hand signal – stop, two hands together – partner talk, Magnet eyes/pointing to eyes – look at the front/listening 1, 2, 3 – (1) Stand up (2) Go to tables/come back to carpet (3) Sit down

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.

Protective and Educational Consequences

We have a clear behaviour ladder that sets out consequences for any poor behaviour.. Staff are committed to challenge 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 will be made aware they have choices to make. Behaviour is recorded on SIMS

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 through a personalised 'passport' (specific agreed reward system) in which 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 is completed by the teacher and member of SLT.
- All staff supporting children having 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.

Exclusions

Children who do not respond to strategies may be excluded for a short or a longer fixed term period with a PSP agreed by school, parents and outside agencies.

Permanent exclusion will 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
1	<ul style="list-style-type: none"> Poor effort Disruptive fidgeting Inappropriate interruptions Distracting others Disruptive noises Unkind remarks Telling lies Deliberately annoying others Bad language (one off) Answering back e.g. questioning a situation Improper use of school equipment e.g. writing on whiteboards when they shouldn't be Wandering around the room during work time 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 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)
2	<ul style="list-style-type: none"> Persistent level 1 behaviour Refusing to work Refusing to follow adult instruction Hurting another pupil either physically or emotionally Dangerous play Improper use of toilets or wash basins Misuse of school equipment 	<ul style="list-style-type: none"> Offer two choices Verbal warning outlining consequences Working on their own within their classroom (not at their group table) 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 If during lunchtime, be sent to Reflection. Reflection sheet will be photocopied and sent home and parents informed by text. Reflection logged on SIMS. Meeting with child and parents by SLT/HT
3	<ul style="list-style-type: none"> Persistence in relation to behaviours listed under level 2 Deliberate and persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching Throwing/kicking objects that could cause harm Inciting other children to misbehave Swearing (intentionally) Possession of inappropriate materials/objects Vandalism Serious misuse of school equipment e.g. scissors Walking out of the classroom without permission Refusing to follow adult instructions Going into areas of the school that are out of bounds 	<ul style="list-style-type: none"> Send Key Stage Leader for rest of lesson Work in another class for a specified amount of time e.g. ½ day, 1 day. Lose all of lunchtime Reflection sheet will be photocopied and sent home and parents informed by text. Reflection logged on SIMS. Meeting with child and parents by SLT/HT – face to face or phone call.
4	<ul style="list-style-type: none"> Persistence in relation to behaviours listed under level 3 Hitting others with an implement Children excluding each other because of looks, colour, race, belief, gender or disability Any form of repeated bullying (see policy) Stealing Serious injury to someone else with intent Physical or verbal abuse to an adult (of any sort) Aggressive or threatening behaviour towards an adult Incidents of a sexual nature Leaving school site without permission 	<ul style="list-style-type: none"> Send to Headteacher/Assistant Head Parents informed (Detailed letter and phone call) Possible internal exclusion Meeting with child and parents by SLT/HT Possible exclusion Possible reduced timetable Possible intervention from other agencies, e.g. Police, social workers etc. Possible intervention from Governors Reflection sheet will be photocopied and sent home and parents informed by text. Reflection logged on SIMS.
5	<ul style="list-style-type: none"> Persistence in relation to behaviours listed under level 4 Possession of harmful substances or weapon 	<ul style="list-style-type: none"> Permanent exclusion

NB – children can jump levels according to the behaviour type.

Persistence in lower level behaviours can result in a higher level.

After 3 reflections in a half term class teacher informs parents by phone.

More than 3 reflections parent are to meet with SLT/HT.

All Level 2 and above incidents should be recorded on sims.