

## Positive Behaviour Policy

Agreed by Governing Body	October 2022
Review date	October 2024
Responsible for this policy	Sue Knowles

### Philosophy

At Beeston Primary, we believe in positive behaviour management based on the good relationships fostered within the school community. We have high expectations, and utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own actions.

### Aims

- To encourage a calm, purposeful and happy atmosphere within the school.
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement giving a common purpose.
- To enable children to make positive choices to correct their behavior.
- Outline our system of rewards and sanctions

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- [Section 175 of the Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### Definitions

Misbehaviour is defined as:

- Disruption in lessons, at break and lunchtimes
- Non-completion of classwork
- Poor attitude to learning
- Refusing to follow adult instructions

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:  
Sexual comments, sexual jokes or taunting.  
Physical behaviour like interfering with clothes.  
Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism or theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behavior
- Possession of any prohibited items. These are:  
Knives or weapons  
Alcohol  
Illegal drugs  
Stolen items  
Tobacco and cigarette papers  
Fireworks  
Pornographic images  
Any item that may cause harm to others.

## Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, sexual comments or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Roles and responsibilities

### The Governing Body

The schools Governing Body is responsible for reviewing and approving the written statement of behaviour principles (**appendix 1**).

The Governing Body will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governors Pupil Support Committee giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

### School Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording serious behaviour incidents on our electronic system.
- We may use the Reflection Room in response to serious or persistent breaches of this policy. Pupils may be sent to the Reflection Room is during lessons if they are disruptive or their behaviour is dysregulated and a calm space is required. Children in the Reflection Room will be expected to complete the same work as they would in class.

The Senior Leadership Team and the Inclusion Team will support staff in responding to behaviour incidents.

### Parents

Parents are expected to:

- Support their child in adhering to our School Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## School Rules

Consultation with staff and children has taken place and the following four basic school rules have been decided upon. These simple rules can be interpreted at an appropriate level by every child and clearly understood by all.

### **Be safe**

Walk calmly and quietly around the building  
Look after yourself and each other  
Talk to an adult if you are worried

### **Be Respectful**

Always use good manners towards adults and peers  
Look after our school environment

### **Be Honest.**

Always tell the truth  
Asking for help is okay

### **Be Responsible**

Always try your best  
Always follow instructions

### **Be Kind**

Make friends  
Resolve any fallouts

All staff will make every effort to ensure all children are engaged in meaningful tasks, which offer the appropriate level of challenge, with support where necessary. Children are encouraged to concentrate, stay on-task and become increasingly independent learners. Every child is valued and benefits from both public and private praise. The importance of self-esteem is never underestimated.

## **The Reflection Room**

The Reflection Room is a special place designed to support the learning, emotional well-being and mental health of children in our school.

It is a calm and quiet area that offers a safe space for pupils who have disengaged from their learning or find themselves in a crisis situation.

Trained staff are on hand to support pupils to reflect on their behaviour and decide on necessary next steps to ensure they are ready to learn. Children are able to think in a quiet space about their actions; consider how it has affected themselves and others, and the consequences of those choices.

The Inclusion Team closely monitor visits by children to the Reflection Room. Individual targeted support is given to those children who are identified as requiring further nurture, behaviour or support with their learning.

In line with our Behaviour Steps System, if a child reaches Step 4, they will be required to spend a limited amount of time in the Reflection Room completing the required work from class.

Following an incident, before pupils return to class, self-reflection is encouraged using the 'Zones of Regulation' to rebuild and repair learner relationships to ensure that a positive attitude to learning is restored.

## **Pupil Reward System**

Good behaviour is expected at our school and all members of school staff endeavor to promote and model the behaviour we expect to see. In addition, we think it is very important that children who are; polite, respectful, well-mannered and try hard with their learning are rewarded and made to feel proud of their choices.

At Beeston Primary, we believe that positive reinforcement of good behaviour is the most effective way of encouraging children to follow our school rules. Our Pupil Reward System encourages

children to behave appropriately, whilst ensuring that every child is treated fairly and respectfully. Children are awarded points for their daily attendance, wearing school uniform, appropriate behavior in school and outstanding effort and achievement in their learning. Children will start each learning session on three points. Points will be deducted if children are not following classroom expectations and are placed on a step. **See Behaviour Steps**

Behaviour points earned can be used by the children to purchase items from our Reward Shop. Parents are able to access their child's individual reward account online to track their child's progress and achievements. Children's individual points will also be added to their allocated Houses' weekly points score. Totals for each house are unveiled by the House Captains in the school's weekly celebration assembly.

Both Nursery (FS1) and Reception (FS2) use Class Dojo to award points to children who have made positive choices throughout the school day. When children reach a multiple of 30 points, they will be awarded a prize out of the prize box. In addition, on a weekly basis, in both year groups, one child from each class or key group is awarded a certificate acknowledging a success they have had that week. In FS2, on a termly basis, one child from each class will win a special reward from our school reward shop. In FS1, adults use stickers to instantly reward children. At the end of FS1, all children's achievements will be celebrated in a leaving ceremony.

### **General Strategies used for Positive Behaviour Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will create and maintain a stimulating environment that encourages pupils to be engaged. They will do this by:

- Clearly displaying their own classroom rules
- Developing a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines,
- Communicating expectations of behaviour in ways other than verbally
- Identifying and acknowledging children who model required behaviours
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### **Characteristics of Learning**

The characteristics of learning are the rainbow principles which encourage our children to achieve their full potential and encourage positive behaviour by celebrating each of the characteristics our children display. These are celebrated through the giving of certificates in weekly assemblies.

The seven characteristics of learning are:

Reflective Red

Tangerine Teamwork

Why? Yellow

Growth Mindset Green

Brilliant Blue Me

Independent Indigo

Perfect Purple

### **Behaviour Steps System**

In school, when dealing with unacceptable classroom behaviour, school staff follow our Behaviour Steps system. The aim of the steps is to re-focus and re-engage the child with as little disruption to learning as possible. Our Reflection Room is an isolation room manned throughout the day by school staff. Pupils are only sent to the Reflection Room if they are continually refusing to follow instructions or interrupting learning. This is Step 4 on our Behaviour Steps system.

FRIENDLY WARNING		EXAMPLES OF BEHAVIOUR
<b>STEP 1</b>	Move the child's name onto the step and remove one effort point on Pupil Rewards.	<ul style="list-style-type: none"> <li>Silly noises</li> <li>Not following instructions</li> <li>Low level disruption</li> <li>Distracting others</li> </ul>
	WARNING	
<b>STEP 2</b>	Explain expectations 5 minutes thinking time out/thinking time in the classroom Positive reinforcement Move the child's name to Step 2 and remove one effort point on Pupil Rewards.	<ul style="list-style-type: none"> <li>Silly noises</li> <li>Not following instructions</li> <li>Low level disruption</li> <li>Distracting others</li> </ul>
	WARNING	
<b>STEP 3</b>	Child sent to the Department Leader's Classroom for 10 minutes (or until calm) If your Department Leader is unavailable please send the child to another Department Leader  A child may automatically move to STEP 3 where an incident is of a serious nature, for example, intentionally physically hurting another child, refusing to comply with an instruction from an adult, using inappropriate language or damaging school property.  Move the child's name to Step 3 and remove all 3 points for that session on Pupil Rewards.  The Department Leader will use positive reinforcement and decide on the next course of action. Department Leader to add note to CPOMS under behaviour related log.	<ul style="list-style-type: none"> <li>Hurting other children</li> <li>Inappropriate language</li> <li>Continuously disrupting Learning</li> <li>fighting</li> </ul>
	WARNING	
<b>STEP 4</b>	Child to be removed from class by a member of the Inclusion Team. Letter to be sent home to the parent- this is completed by the staff on duty in the Reflection Room and signed by the Department Leader. Child to be supported in the Reflection Room – Inclusion Team will radio for the member of staff on the Reflection Room rota to attend. If that person is absent then the year group leader must send a different member of staff as a replacement. This incident will be added to the pupil's behaviour record – Inclusion Team to add to CPOMS.	<ul style="list-style-type: none"> <li>All of the above</li> <li>Refusal</li> </ul>
	WARNING	
<b>STEP 5</b>	Exclusion Parent to attend a meeting with a member of the SLT	<ul style="list-style-type: none"> <li>Persistent disruptive behaviour.</li> <li>Verbal abuse or threatening behaviour against an adult.</li> <li>Serious assault of a child or member of staff</li> <li>Dangerous behaviour</li> </ul>

Persistent misbehaviour will involve parents being called to speak with their child's class teacher, Key Stage Leader or a member of the Senior Leadership Team.

Children, who access learning in the Reflection Room three times in one week, or once in three consecutive weeks, will then be supported in school in accordance with our Behaviour Pathway Flow Chart. **(Appendix 2)**

In cases of extremely serious misbehaviour, fixed term or even permanent exclusion will be considered. Children who are unable to access learning in our school may be referred to external specialist provision.

## Playground Rules and Sanctions

All Children should enjoy playing outside in safety. Adults in the playground will be positive role models.

Our playground rules are:

- Children should respect each other and treat each other kindly
- Children should be encouraged to play in a positive way and learn to resolve problems or conflicts in a non-physical way
- Children show respect towards all adults in the playground
- Children will be able to play freely unless it is judged that they are a danger to themselves or others
- Children will look after equipment and play sensibly with it, tidying up at the end of playtimes

## Positive role models

- Adults will play and talk with children modelling positive attitudes such as tolerance, resilience and fairness.
- Adults will use positive language when talking to children about problems or conflicts, asking open questions such as 'Why do you think xx is feeling unhappy?', 'What do you think you could have done?'
- Adults will give all parties the chance to speak before deciding if any sanctions are necessary
- Playground monitors will model good behaviour and assist children in finding friends to play with, tidying up and supporting adults on duty
- At the end of playtime adults remind children to stand still on the playground at the first bell and walk to their lines at the second bell.

### **Playground Behaviour Sanctions (Appendix 3)**

Children will be given a verbal reminder when inappropriate behaviour is spotted and a chance to improve their behaviour. If unacceptable behaviour continues they will be taken to the Reflection Zone in the playground by the adult on duty to discuss and reflect on their behaviour. If this still does not address the issue then the child will be taken inside by an adult to the Reflection Room and will miss the remainder of their break time.

A child will be removed from the playground immediately if:

- They act in a way that is a danger to themselves or others
- They demonstrate aggressive or violent behaviour, verbal or physical – eg kicking, hitting, spitting, swearing, throwing objects
- Bullying behaviour - persistent incidences will be dealt with according to our bullying policy and procedures
- Deliberate breaking of equipment

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school will be clear whether action taken is disciplinary, supportive or both. The school will make such decisions on a case-by-case basis, with the Designated Safeguarding taking a leading role. The Police and Children's Social Care will be consulted where necessary.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Early Help
  - Refer to Children's Social Care
  - Report to the police

Please refer to our Safeguarding and Child Protection child Policy for more information.

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

### **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

All staff are regularly Team Teach trained. Team Teach is award-winning 'positive handling' training which helps staff support children with challenging behaviour, emotional and behavioural difficulties or social, emotional and mental health issues. The approach is based on a risk reduction approach, involving de-escalation strategies, diversion and as a last resort physical intervention. All staff are familiar with DFE



guidance '[Use of Reasonable Force](#) - advice for school leaders, staff and governing bodies' as well as the school's Policy for the Use of Reasonable Force.

## **Screening, Searching and Confiscation**

Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated a member of the school's Senior Leadership Team should be informed immediately.

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Teachers have the power to search without consent where they have reasonable grounds for suspecting pupils may have a prohibited item. The prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers fireworks
- pornographic images/videos
- any item that staff reasonably suspects has been, or is likely to be used to:
- commit an offence
- cause personal injury to any person (including the pupil)
- damage to the property of any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening](#) and confiscation. Parents will always be informed if their child has been searched. In the event of weapons, knives, stolen items or illegal drugs being confiscated, these will always be handed over to the police.

## **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely

to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

### **Monitoring Arrangements**

This behaviour policy will be reviewed by the Headteacher and the Governors Pupil Support Committee. At each review the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by Pupil Support Committee.

### **Links with other policies**

This behaviour policy is linked to the following policies:

Exclusions policy

Safeguarding and Child Protection Policy

Anti-Bullying Policy

We value the support and co-operation of Parents. Parents are requested to work in partnership with the school and support the implementation of the Positive Behaviour Policy.

### **Appendix 1: Written Statement of Behaviour Principles**

All children, staff and visitors have the right to feel safe, valued and respected at all times at school.

Every pupil understands have the right to learn free from the disruption of others

Beeston Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from any form of discrimination. Measures to protect children should be set out in the Positive Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.

Staff and volunteers set an excellent example to pupils at all times

The Positive Behaviour Policy is understood by pupils and staff.

High standards of behaviour are expected. The school rules should be clearly set out in the Positive Behaviour Policy and displayed around school. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

Pupils are helped to take responsibility for their actions

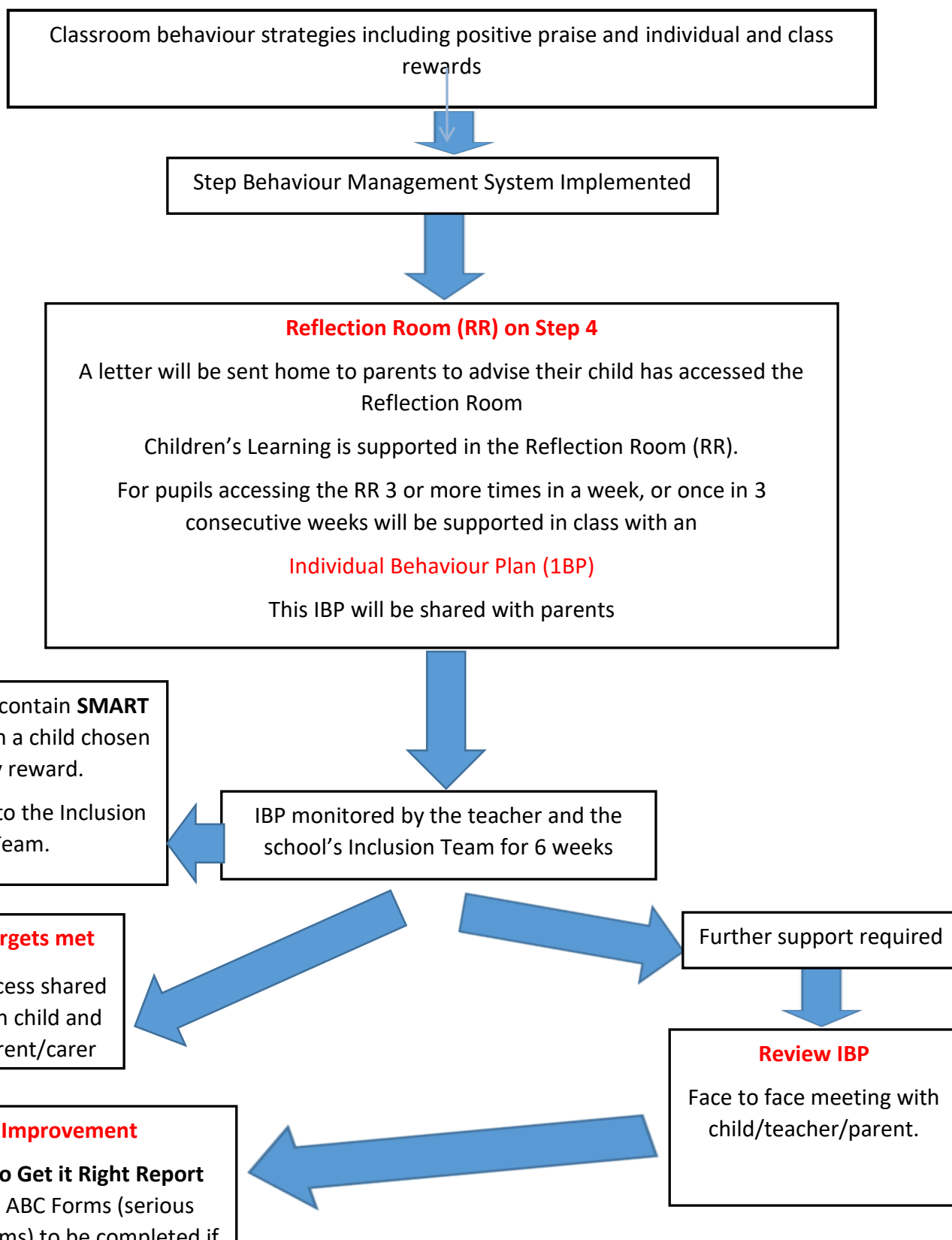
Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

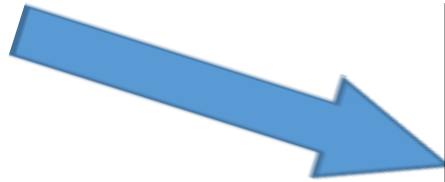
The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

This written statement of behaviour principles is reviewed and approved annually by the Pupil Support Committee.

## APPENDIX 2

### Behaviour Pathway Flow Chart





**No Improvement**

**Headteacher's Report.**

Individual Support Plans will be discussed with Parents and Carers



# Playground Behaviour Sanctions

CONSEQUENCE		EXAMPLES OF BEHAVIOUR
<p><b>Warning</b></p>	<p>Discuss with the child as to why the behaviour is not acceptable                      Be clear about what changes in behaviour are required                      Ensure the child has a clear understanding if the behaviour continues they will be placed in the Time out Zone</p>	<ul style="list-style-type: none"> <li>• Falling out with friends</li> <li>• Name calling</li> <li>• Not taking turns</li> <li>• Shouting at other children</li> <li>• Not following adult instructions</li> </ul>
<p><b>5 or 10 Minutes in the Time Out Zone in the Playground</b></p>	<p>When sending a child to the Time Out Zone, advise the child that it is their behaviour that is not acceptable and the Time Out Zone is there to help them to calm down, reflect on their behaviour and think of what changes they need to make</p> <p>Once the agreed minutes has passed, playground staff will</p> <ul style="list-style-type: none"> <li>• praise the child for following instructions and remaining in the Time Out Zone.</li> <li>• explain the behaviour expectation again and check the child's understanding</li> <li>• advise of the consequences if the behaviour continues</li> <li>• allow the child to re-join the play</li> </ul> <p>If previous unacceptable behaviours continue send the child back to the Reflection Zone. A Playground Behaviour Slip is completed by the Playground Staff.</p>	<ul style="list-style-type: none"> <li>• <b>Serious Behaviour</b></li> <li>• Hurting other children</li> <li>• Inappropriate language</li> <li>• Fighting</li> <li>• Dangerous behaviour</li> <li>• Verbal abuse or threatening behaviour against an adult.</li> </ul>
	<p><b>For serious behaviour, children will immediately be sent inside to the Reflection Room and lose the remainder of their free time. A Playground Behaviour Slip is completed by the Playground Staff.</b></p> <p>The Inclusion Team will review the playground incidents on a weekly basis and offer individual support for children struggling with inappropriate behaviour in the playground.</p>	