

<b>Agreed by Governing Body</b>	November 2024
<b>Review date</b>	November 2026
<b>Responsible for this policy</b>	<i>S.Knowles</i>

## 1.Aims

Behaviour is communication.

Behaviour adapts as a result of experience. Through understanding the individual child's behaviour and dismissing shame, we build secure relationships, and so increase the children's ability to stay regulated. At Beeston Primary we want pupils to feel safe and wanted, not filled with shame or anxiety. By using the strategies outlined in this policy, we can achieve this. We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.

Through this policy and our Characteristics of Learning, we aim to build a nurturing environment in which children can build connections, problem solve, build high self-esteem, and feel safe and wanted.

This policy aims to enable pupils to:

- regain and maintain self-esteem
- increase confidence
- become re-motivated and gain a sense of purpose in learning
- experience progress, achievement and success
- develop emotional maturity and stability
- develop positive interpersonal and social skills
- develop emotional literacy
- acquire life skills which enable them to make their own good choices
- learn to function independently

At Beeston Primary School we have adopted a restorative practice which creates a respectful and positive atmosphere throughout the school, maximising the learning potential of all pupils. Restorative approaches encourage pupils to think not only of the consequences of their behaviour on themselves, but also consider the impact of their actions on others, and on the wider school community.

Positive relationships in schools are central to the wellbeing of both pupils and staff and underpin an effective learning environment. We want our children to feel safe, seen and secure. We value the support and cooperation of parents and carers to work in partnership with the school to implement this policy.

We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviour. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.

Through a relationship-based approach, we unconditionally accept the child, however, we do not necessarily accept their behaviour. We attune with the child and use our secure, mature, rational understanding of emotions and behaviour to help the child understand their feelings and support them to regulate themselves in times of need. If a child does something we feel is not appropriate, that does not make the child naughty. We accept that the behaviour has crossed the boundaries of what is okay, however, we will use playfulness, curiosity and empathy to investigate, reconnect with the child and help them to understand their own actions, hopefully resulting in the behaviour being less likely to happen in the future.

Our staff approach all behaviour with PACE

P – Playfulness

A – Acceptance

C – Curiosity

E - Empathy

Pupils are given the opportunity to reflect on their actions and the chance to put things right through mediation and discussion. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

School staff are careful what they say and how they say it. They are:

- Respectful
- Non Judgemental - (Separate the deed from the doer)
- Firm and Fair
- Engage pupils in learning about the effects of their actions
- Make sure the reason for a decision is always understood
- Set clear expectations for the future
- Restorative
- Help pupils understand the effect of their actions and the importance of taking responsibility to make things right

In school children are encouraged to show 'sorry', rather than saying 'sorry'. This enables the children to understand what sorry means and allows them to greater repair relationships. Showing 'sorry' could be, for example, through collecting belongings for another child or helping them to complete a task.

We value the support and cooperation of parents and carers to work in partnership with the school to implement this policy.

## **2. 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

## **3. Roles and responsibilities**

### **3.1 The Governing board**

The Governing Board is responsible for reviewing and approving the written statement of relationship principles (appendix 1).

The Governing Board will also review this relationship policy in conjunction with the Senior Leadership Team and monitor the policy's effectiveness, holding the school to account for its implementation.

### **3.2 The Senior Leadership Team**

The Senior Leadership team is responsible for reviewing this relationship policy in conjunction with the governing board giving due consideration to the school's statement of relationship principles (appendix 1).

The Senior Leadership Team 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.

### **3.3 Staff**

Staff are responsible for:

- Implementing the relationship policy consistently
- Consistent trauma-informed approach to behaviour management
- Modelling positive interactions and regulation strategies
- Being open to reflecting on the context of a child
- Providing a personalised approach to the specific behavioural needs of particular pupils in line with the policy
- Recording behaviour incidents on our electronic system CPOMS.

The school's Inclusion Team will support staff to reflect on how best to regulate and attune with the child. This may be through the use of Individual Pupil Maps and Nurture Support Plans.

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

### 3.4 Parents

Parents are expected to:

- Have empathy and acceptance for the approach
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 4. School Expectations – The Beeston Way

Pupils are expected to follow our three school expectations collectively known as the 'Beeston Way'. These expectations include when taking part in any school-organised or school-related activity (e.g. school trips), travelling to or from school or when wearing their school uniform.

Consultation with staff and children has taken place and the following three basic school expectations have been decided upon.

At Beeston Primary School we are:

**Ready**

**Respectful**

**Safe**

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.

## 5. Additional strategies to support individuals

In some cases, children may need additional tools to support their regulation.

At Beeston Primary School we use the following tools:

- Reflective Journals
- 4 Weeks to Get It Right
- Headteacher Report

These are strategies developed by a team around the child (teacher, key adult, supporting professional and SENCO) which aim to develop emotional regulation skills to allow them to build positive relationships, build high self-esteem and begin to develop self-regulation techniques in order that they are able to follow school expectations. These work alongside our universal offer within the classroom.

Children may also access additional provision such as:

- Transition to and from school arrangements (e.g. meet and greet key adult)
- Additional sensory integration breaks
- Emotional literacy/regulation interventions teaching self-regulation techniques
- Access to safe spaces
- Time to Talk
- Time for reflection with a safe, knowledgeable adult or supporting professional

## 6. Positive Handling

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 positive handling 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 an award-winning 'positive handling' training that 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 the DFE guidance 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' and the school's Care and Control Policy.

## **7. Suspensions and Exclusions**

In a serious breach of this policy, the Headteacher, in consultation with other agencies, may have to decide to implement a fixed-term suspension or permanent exclusion. The decision to exclude a child is never taken lightly and is only used when all other avenues have been explored. Children unable to access learning in our school may be referred to external specialist provision.

What is a "serious breach"?

We define a "serious breach" as behaviour that could cause significant physical or psychological harm, destruction of property or illegal activities.

For example:

- Physical assault
- Destruction of property
- Sexual assault

When returning to school, the child and family will be required to attend a reintegration meeting.

In this reintegration meeting:

- targets will be set for the child
- targets will be set for the family
- targets may be set for the school
- a discussion will occur on how to repair relationships with the associated individuals.

## **8. Special Educational Needs and Disability (SEND)**

All children in the school, regardless of age or ability will be expected to follow the school expectations however, some children may require additional support to understand or follow these expectations consistently. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being disadvantaged. Consequently, our approach to dysregulated behaviour may be differentiated to cater to individual pupil needs.

The school's special educational needs coordinator will evaluate a pupil who exhibits these behaviours to determine whether they have any underlying needs that are not being met.

The school has procedures in place to identify and make effective provision for meeting individual needs, which involves working closely with parents and sometimes involving outside agencies to be able to support children in school effectively (See SEND policy)

## **9. Anti-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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child-on-child abuse	Child-on-child abuse can take various forms, including physical, emotional, and sexual abuse, as well as coercion and exploitation. This may involve bullying (including cyberbullying), sexual harassment, sexual violence, physical aggression, emotional manipulation, and harmful behaviours within intimate relationships. This can include physical aggression, verbal harassment, online bullying, or more subtle forms of manipulation and exclusion.

Children are encouraged to report bullying incidents. All reported incidents will be acted upon and investigated fully. Explanations are always given to perpetrators as to why they must not behave as they did, and the victims are always supported. Incidents of bullying are recorded on our electronic behaviour system CPOMS.

## 10. Pupil Reward System

At Beeston Primary, we believe that positive reinforcement of good behaviour is the most effective way of encouraging children to follow our school expectations. Our Pupil Reward System encourages children to behave appropriately, ensuring that every child is treated fairly and respectfully. Children are awarded points for their daily attendance, wearing school uniform, appropriate behaviour and outstanding effort and achievement in their learning.







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

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 small prize. In addition, 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 reward children instantly. At the end of FS1, all children's achievements will be celebrated in a leaving ceremony.

## 11. The Beeston Way

In school, to support children to follow our Beeston Way expectations, every class has a classroom charter which the pupils and staff have discussed and agreed upon at the beginning of the academic year. This charter aims to support children to understand how we follow the Beeston Way expectations in the classroom and playground.

Children who are not following our expectations of being Ready, Respectful or Safe, will receive positive reminders and appropriate support as listed below.

The Beeston Way		
Ready, Respectful, Safe		
Step 1	<b>Reminder</b> 	<b>Adults will remind you of their expectations (what you should be doing).</b>
Verbal reminder: At Beeston we are <b>Ready, Respectful, and Safe</b>		
Step 2	<b>Reinforcement</b> 	<b>Adults will remind you again. They may have a quiet chat with you inside or outside of the classroom, on your own.</b>
Verbal reminder: At Beeston we are <b>Ready, Respectful, and Safe</b>		
Step 3	<b>Reflection 1</b> 	<b>You will spend time reflecting on your behaviours in another classroom. An adult will take you to another classroom.</b>
Verbal reminder: At Beeston we are <b>Ready, Respectful, and Safe</b>		
Step 4	<b>Reflection 2</b> 	<b>The Reflection Room is a calm and quiet area that offers a safe space for you if you are not able to learn in the classroom.</b> <b>You may be sent straight to the Reflection Room for serious incidents. For example, if you have deliberately hurt another child, if you have refused to follow instructions, used inappropriate language or damaged school property.</b> <b>Your parents will be notified of any serious incidents.</b>
Step 5	<b>Restoration</b> 	<b>When you are ready, an adult will talk to you about what has happened and how to make things better.</b> <b>School Leaders may speak to your parents, or a suspension may take place.</b> <b>Suspension - Internal or External</b>
Step 6	<b>Reintegration</b> 	<b>Your parent/s will attend a meeting with School Leaders to agree the expectations for coming back into the classroom.</b>

Some children may need support understanding their emotions which impacts their actions. As adults, we can understand these emotions and behaviours and communicate these to the children through narrative. By doing so, children can build pathways and learn to express why they are feeling a certain way. This emotional coaching can help them to re-focus and re-engage with learning with as little disruption as possible.

Our staff understand that there are no 'bad' emotions. Every emotion is a behavioural response or communication. To help a child who is dysregulated, staff will use the 'Zones of Regulation' board, supporting children to name their emotions and help them to understand why they may be feeling that way. Through this conversation, children can also begin to understand how to resolve or repair these feelings, subsequently improving their behaviour.

Children who are dysregulated and unable to continue learning in the classroom, or are impacting the learning of others, can access the Reflection Room. The Reflection Room is a quiet, nurturing space in school where pupils can

receive individual support from school staff to reflect through restorative conversations and calming or sensory activities enabling them to return to the classroom when they are calm and ready to learn

## **12. Playground Behaviour**

When inappropriate behaviour is identified in the playground, children will be given a verbal reminder of our behaviour expectations. If unacceptable behaviours continue, children will be taken to the Reflection Zone in the playground and a restorative conversation with a supportive adult will take place. If this support still does not address the issue, then for the safety of themselves and others the child will be escorted inside by an adult to the Reflection Room

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

## **13. 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

On a case-by-case basis, the Designated Safeguarding Lead will take a lead role in school to decide what action is required, consulting the Police and Children's Social 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.

## **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 from a pupil a member of the school's Senior Leadership Team should be informed immediately.

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

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 the safety of our school community. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **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 emotional wellbeing or presenting behaviour may be linked to the 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. These meetings ensure that all children's individual needs are continually monitored and that any required support is in place at the start of the term or year.

### **Training**

Our staff are provided with regular training to support not only their understanding of this policy, but to provide them with hands on strategies to use when supporting children. Staff have completed well-being, connection and relationship training which has been specially selected to give staff a deep understanding and knowledge which will allow them to effectively implement strategies to support children's behaviour.

Our staff are provided with training on adverse childhood experiences, emotional coaching, trauma informed practice, and behaviour management 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.

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

Links with other policies

This policy is linked to the following policies:

Exclusions policy

Safeguarding and Child Protection Policy

Anti-Bullying Policy

SEND Policy



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

### **Rationale and Purpose**

The Education and Inspections Act 2006 and DfE document Behaviour in Schools requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Senior Leadership Team in determining measures to promote good behaviour.

The purpose of this statement is to guide the Senior Leadership Team in drawing up the school's behaviour policy, The Beeston Way – A Relational Approach to Managing Behaviour, so that it reflects the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters.

This is a statement of principles, not practice: it is the responsibility of the senior Leadership Team to draw up the Behaviour Policy at Beeston Primary School, though they must take account of these principles when formulating this.

The is also asked to take account of the guidance in the DfE publication Behaviour in Schools: a guide for headteachers and school staff (February 2024).

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

### **Our Behaviour Principles**

- Beeston Primary School is an inclusive school where we understand that children's behaviour is a form of communication. Our policy should reflect our school values.
- In school everyone should be free from discrimination, bullying, harassment, or victimisation. Measures to protect children should be set out in the behaviour policy reflecting the duties of the Equality Act 2010. Equality is when everyone gets what they need to achieve.
- High standards of behaviour are expected. Behaviour expectations are clear in the policy and are displayed around the school.
- Every pupil should be educated in an environment where they feel valued, listened to and respected and understand they have the right to learn free from the disruption of others.
- All staff will build trusting relationships with pupils, reward positive behaviour and ensure restorative conversations are key elements in supporting children to follow our behaviour expectations.
- Children should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Children should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Adults in school should model, maintain, encourage and promote positive behaviour.
- Our Characteristics of Learning should provide the foundations for our children to become confident, resilient and self-assured learners.
- The school should work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

- The exclusions policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspension.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated and legal proceedings will commence.

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