

# Beeston Primary School



## Behaviour Policy

Agreed by Governors April 2015  
Reviewed Annually

Mrs J A Harris Chair of Governors  
Mr C G Perry Headteacher

Reference: DFE-00023-2014 of February 2014

### **Policy Statement**

We believe that our school should provide a safe, caring environment and that this is best achieved by all members of the school treating each other with courtesy and respect. We recognise that school plays a vital role in fostering good behaviour.

### **Aims**

- To foster a sense of belonging
- To provide a safe and secure environment where we encourage good order and good manners
- To encourage children to be tolerant and respectful of others
- To promote self-control
- To promote a positive and responsible attitude to all aspects of life

### **Golden Rules**

We have adopted the Golden Rules which are framed in the positive. These give consistency to rules across the school and are a constant reference for everyone, adult and child. The rules are prominently displayed in classrooms and around the school.

#### **Golden Rules**

- **We are kind, polite, helpful and aware of other's feelings**
- **We listen carefully to others without interrupting them**
- **We look after our own and others people's belongings**
- **We try our best, work hard, and learn from our mistakes**
- **We treat other people the way we would like to be treated**
- **We always tell the truth**

**We expect all members of the school community to support the Golden Rules.**

### A positive approach

Staff have a positive approach to school discipline, recognising that punishment does not guide behaviour and that it is very easy to get into a negative cycle. We encourage self-discipline and try to develop children's self-esteem. Good behaviour is reinforced and we praise and encourage wherever possible. We have adopted a number of award systems to recognise positive behaviours that we wish to encourage.

### Awards/Rewards

#### House Points

- This is a system of rewards linked to positive behaviour and good work. Children can collect points through their work, behaviour, attitude, helpfulness etc.
- The system works at an individual, House and Corporate level.
- All children start each day on the Green section of the chart
- Children can move to the silver section of the chart when they are awarded a Housepoint.
- Children who perform exceptionally well move to the Gold section of the chart and get awarded a certificate at our Celebration Assembly.
- The chart also monitors poor behaviour. After a reminder of the Golden Rules, a child may move down to the Yellow. This should serve as a warning and facilitate self-correction.
- Self-correction should enable the child to move back to the Green.
- If a child is moved to the Red section, then a period of Time Out in the Rainbow Room might be appropriate. Alternatively the child may miss the next break/playtime.

#### Corporate Award

- A separate chart records Corporate awards. The collection of 100 awards points for corporate attendance and behaviour (100% of the class) means that the class as a whole will get a reward.
- This may take the form of a treat such as extra sport, a video or a tea party.
- It is intended that all children may take part having been given every opportunity to bring behaviour in line with expectations.

## POSITIVE BEHAVIOUR - OUR EXPECTATIONS

### *In the classroom*

- Children and adults are expected to behave in a responsible manner at all times, and with due respect for each other.
- They are encouraged to work according to the agreed classroom rules (prominently displayed and regularly reviewed) and not interfere with adults' teaching or children's learning

### *Assembly*

All adults and children should:

- Enter the hall quietly and sit and listen
- Attend the proceedings, participating when requested
- Leave in an orderly fashion

### *Around the school*

- During lesson time children should be in classrooms unless otherwise instructed and supervised by a member of staff
- During playtimes and lunch times, children should be in the lunch hall, or in their appropriate playground, or under the supervision of a member of staff
- Children should show consideration for each other at playtime
- Our Golden Rules apply at playtime as well as during lesson time
- Playtime should be a pleasant social occasion
- Children must use the correct entrances and exits at all times
- Children are not permitted to be in classrooms alone without the personal supervision of a responsible adult
- Children are encouraged and expected to treat school property with due respect, including the building, text books, library books, stationery, and equipment.
- Time-out facilities at lunchtime and breaks are to be made available to children

### *On school trips or outings*

- On all school outings children are expected to behave in a way that will bring credit to themselves and the school.
- For safety and security reasons, children are expected to pay attention to and observe precisely the instructions of the member(s) of staff in charge of the outing

### *Litter*

- A positive approach is encouraged and adopted within the school. Children are expected to put litter in the litter bins.

## **Sanctions**

During lessons a high standard of behaviour is expected so that progress can be made, and all children have the opportunity to learn. Children can expect to face consequences for not following the Golden Rules.

### **Inside the classroom:**

Stages:

1. A polite **reminder** of the Golden Rules and **repeat** as a polite warning (RR)
2. Up to 15 minute 'cool-off time' in the classroom (working/sitting away from others as the teacher decides) (**Internal time-out** (ITO) within the classroom).
3. **External 'Time out'** (ETO)\*, away from the classroom, with a designated adult, with work provided by teacher and parents informed
4. **Internal Exclusion** (IE) with a designated adult with work provided by teacher - usually half or whole day(s). Parents informed.
5. **External Exclusion** (EE) - up to and including a permanent exclusion, away from school.  
Includes a de-brief and reintegration by Headteacher

*\* Stage 3 is at the discretion of the teacher. This may include a range of sanctions, examples of which are shown below:*

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines
- Loss of privileges
- Missing breaktime.
- Detention including during lunchtime, after school and at weekends.
- School based community service or imposition of a task - such as picking litter or weeding school grounds; tidying up a classroom;
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- Extra physical activity such as running round the playing field
- A period of work in 'isolation' in our Rainbow room.
- Parental consent is not required for detentions

*Stage 4 will involve a period of planned isolation from other pupils*

- Parents will be informed
- This will usually take place in the Rainbow Room.
- The duration will usually be for a half or full day.

*Stage 5 will be used for more extreme cases where pupils are not responding to the sanctions, rewards and strategies outlined in this policy.*

## Policy in practice

- Children should ideally be given a polite reminder with reference to the Golden Rules, together with an opportunity to restore behaviour back to our accepted norm.
- Teachers may incorporate specific issues into their Circle Time in PSHCE to support the benefits of good behaviour and good self-esteem.
- Minor squabbles or upset from break time should not interfere with teaching or learning. Teachers may proceed to stage 3 so a designated adult (usually the Headteacher) can resolve an issue without negatively impacting on learning.
- Any incident of serious or inappropriate behaviour can trigger the appropriate sanction immediately. *This applies equally to **All bullying behaviours, including those of gender specific, racist or homophobic nature.***
- A serious assault in class would not result in stage 1 being invoked. This would more appropriately escalate directly to stage 4 or 5.
- Serious incidents deemed to be under the umbrella of bullying (*physical, verbal, gender specific, racist, homophobic*) the Anti-Bullying Kidscape guidance should be used.
- *The sanctions outlined in this policy may be applied to any or all bullying/gender specific/racist/homophobic incidents or behaviours .*
- If poor behaviour occurs at break time or lunch time the adults on duty will deal with situations with the same rigour as shown in lessons. Midday Supervisory Assistants have access to exactly the same sanctions as teachers, and are working for and on behalf of the Headteacher.
- MSA strategies could include a verbal rule reminder, sitting at the 'cool-off bench' for a time, sending children in to a designated adult etc. In extreme cases the Headteacher may be sent for to deal with a problem *in situ*.

## Follow Up

Poor behaviour should be followed up by the class teacher as soon as possible after the session. If another adult is dealing with an incident they must tell the class teacher at the earliest possible convenience of all relevant details and/or sanctions. This is to prevent information 'slipping through the net' in the light of follow ups from parents etc.

## **Beyond the Classroom**

### **Stage 1 of the SEN Code of Practice**

If there is no significant improvement in the behaviour of a child, then a Record of Concern needs to be completed. The next stage is to arrange a meeting with parents. At this point, an Individual Behaviour Record will be introduced.

### **Stage 2 Of the SEN Code of Practice**

This is the point at which outside agencies become involved e.g. Behaviour Support Team, Psychological Service, Family Support Unit.

### **Stage 3 of the Code of Practice**

Statement issued.

## **Exclusions**

### **Internal Exclusion (Stage 4)**

Serious misdemeanours or continued poor behaviours may require a period of in-school exclusion. Only the headteacher, or in their absence the deputy/senior teacher can make this decision, which is never taken lightly. Under these circumstances, a child may be directed to complete work away from other children, but under the supervision of a designated adult for the remainder of the day. The child may work using materials provided by the teacher. Break times and lunch times will be separate from other children i.e. inside, separate area wherever practicable. A letter informing parents of the decision to internally exclude may be dispatched that day by post or by hand. A record of the exclusion may be held centrally for internal use only. Persistent internal exclusion would most likely be commuted to stage 5 - a fixed term exclusion (off site).

### **External Exclusion (Stage 5)**

A fixed term exclusion (temporary - up to 45 days) would be invoked for extremely serious misdemeanours such as assault or vandalism or high risk Health & Safety issues. Only the Headteacher can do this, or Deputy / Senior teacher in their absence. The appropriate forms for exclusion must be completed as soon as possible and sent to the appropriate authorities. The following codes are used to classify a serious offence:

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
OT	Other

## APPENDIX A

### Bullying

Governors, staff, parents and pupils work together to create an environment where children feel safe and valued. Bullying is regarded as a serious breach of our discipline policy.

We define bullying as occurring when a child is exposed regularly, and over time, to negative actions on the part of one or more persons.

Negative actions may include:

- Name calling (*personal, racist, homophobic etc.*)
- Physical contact
- Group exclusion
- Stealing, hiding, damaging personal effects
- Provocation
- Sustained teasing
- Overpowering with affection
- Extortion
- Threatened violence

We do not include the occasional fighting, falling out or boisterous play between equals under the term 'bullying'. However such actions are discouraged, disapproved of and dealt with by staff under the school Behaviour Policy.

It will be made clear to all children that no form of bullying is acceptable and that within the school community we all have a responsibility to:

- Respect each other
- Help everybody feel safe
- Report bullies
- Make sure we are not bullying
- Help people who follow bullies to stop

Staff must follow up reported incidents by:

- Establishing facts clearly
- Offering comfort and protection for victims
- Confronting bullies with the seriousness of their actions but
- Offering support and counselling to them
- Seeking parental and peer group cooperation

Incidents of bullying should be dealt with through the school's Behaviour Policy.

The attached 'Kidscape' document offers many useful guidelines for anti-bullying at Beeston Primary School.

**KIDSCAPE**

**ANTI-BULLYING  
POLICY FOR**

**Beeston Primary School**

**SOME GUIDELINES**

# KIDSCAPE ANTI-BULLYING POLICY for Beeston Primary School

## Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

## What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse  
Mobile threats by text messaging & calls  
Misuse of associated technology , i.e. camera & video facilities

## Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

## **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

## Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

## Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## Prevention

We will use KIDSCAPE methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters

Kidscape 2005

## HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

## APPENDIX C

Some useful suggestions for teachers dealing with challenging behaviour:

- Remember and practice scripts - 'John, I can see you're upset... talk and I'll listen...'
- Behaviours are challenging when we allow them to become personal
- Wherever possible divert, diffuse and de-escalate 'problems'
- Re-visit the Golden Rules and Classroom Rules (both prominently displayed) more regularly - we positively reinforce maths skills, rules, knowledge etc why not behaviour? Remind them of responsibilities as well as their rights
- Check intentions - sometimes children over-step the mark without realising it ("Did you mean to be rude?")
- State expectations calmly and without confrontation - the tone of your voice is as important as the content of what is said e.g. reminding children of the Golden Rules
- If it is appropriate check that a child understand the simple, clear instructions -
- Use appropriate child-speak if it conveys your message more effectively
- Praise children behaving well near a misbehaving child
- If it's appropriate provide a 'get clause' - 'What could you do next time..?'
- Wherever possible give children choices with guided help - it gives them some autonomy and control ("If you don't do this then...") is a threat that can entrench more opposition
- Don't take a child's behaviour personally - some children will try and exploit teachers' triggers thus baiting the adult. Disapprove of the behaviour rather than the child ("I don't expect to hear that kind of language" rather than "You are being rude")
- Avoid standing over a misbehaving child - it can be inflammatory - stepping back gives the child space to think and choose
- Anger exacerbates anger - shouting achieves little more than reasserting who's more powerful - being calm, consistent and in control will demonstrate appropriate modelled behaviour without you losing face
- Acknowledge children's feelings where appropriate e.g. a dispute between pupils ("I can see why you might have a reason to be angry...")
- Ignoring some low level attention seeking behaviour, although it is hard to ignore, takes the reinforcement away from the instigator. Praise more positive behaviour ("Now you have put your hand up I can come and help you...")
- Avoid put-downs, unfavourable comparisons e.g. siblings, or sarcasm - as it can antagonise situation or bewilder children who don't get your humour
- Make statements that show care and concern for the pupil, in order to maintain the relationship
- Make time to listen - if not now maybe later, as there may be more than meets the eye
- Poor behaviour is not always a reflection of poor lessons - if you are doing what you're supposed to and the child misbehaves don't think you've done wrong.
- Seeking help from colleagues i.e. progressing through the behaviour steps - is entirely appropriate. Don't feel it is about your inability to manage behaviour - it isn't. Call for the cavalry but don't leave your class unattended. Perhaps prepared notes or code words may help
- Reward good behaviour more than punish poor behaviour
- Stay in control - control your own feelings and body language first
- Don't take behaviour issues home and don't overreact - 'Perhaps if I did this it might not have flared up' - take the behaviour issues seriously not personally
- Remember the Pepsi Challenge - just because it looks like coke doesn't mean it is - check your facts

## Appendix D - Positive Handling and Physical Interventions

Positive Handling is defined as 'the full range of Team-Teach strategies used to de-escalate, diffuse and divert in order to prevent violence and reduce the risk of injury to staff and clients' (Team-Teach Workbook 2009). Positive Handling is a broad spectrum of risk reduction strategies. Restraint is only a small part of the framework.

Positive handling is a generic term meaning 'managing someone's conduct in a positive way'. It also includes touching - in the other sense of 'handling'. This school does not operate a 'no touch' policy - indeed positive touch has many benefits which is backed by research. Physical prompts, guides and reassurances. Positive touch is appropriate when it meets the needs of the child but in order to protect both staff and children the following guidance should be adhered to:

Where can we touch?

Many Team-Teach techniques focus on controlling the arms just above the elbow. As a general rule the hands and arms are neutral zones. Physical interventions should be 'necessary, reasonable and proportionate'. They are never used for compliance and are not intended to apply pain or dominance on the subject. A reasonable response involves choosing an option which reduces rather than increases the risk.

On rare occasions accidental injury of a child can occur during a struggle e.g. finger-tip bruising. This is unfortunate but sometimes occurs - especially given the nature of children's reactions to biomechanical disengagements e.g. pulling a teacher's hair or sweater.

Types of acceptable interventions and the accurate demonstrations are best shown on the Team-Teach website: [www.team-teach.co.uk](http://www.team-teach.co.uk) .

Examples include:

- Shoulder holding
- 'Caring C's' to guide a child
- Arm linkages for older children
- Disengagements i.e. children grabbing someone's hair, throat, clothing etc

Staff should avoid sitting children on their laps, hugging, excessive hand holding (which may cause issues with 'favouritism') etc