



Beecroft Academy

Behaviour Policy

2017-2018

Philosophy

At Beecroft Academy, we value all members of our community and aim to help our children to be good citizens of the future. We work hard to provide a supportive environment, where children are helped to make positive behaviour choices through a carefully planned system that clearly identifies rights, rules, responsibilities and consequences.

We understand that although at times we must address behaviour we must also keep every child's self-esteem in tact; positive attitudes and respect for others are therefore valued and all staff lead by example.

Aims

At Beecroft Academy, we aim to:

- Encourage children to manage their own behaviour
- Encourage children to respect the rights of others
- Develop children's self-esteem
- Build workable relationships that enable the school to be a safe and positive learning environment

Our Fundamental Rules

At Beecroft Academy, we do not have an exhaustive list of rules. We expect the highest standards of behaviour and attitudes towards learning at all times. These three fundamental terms are used to underpin our approach to relationships and positive behaviour within our school. These terms are used as easy prompts for all members of the school community to ensure that behaviour aligns with our expectations.

Ready
Respectful
Safe

We expect our children to be 'ready' for learning, to be 'respectful' towards all members of our community and to behave in a 'safe' manner at all times.

Encouraging Positive Behaviour

In order to encourage and motivate children to make positive behaviour choices a number of strategies are employed. These strategies are designed to:

- Raise achievement
- Reward good behaviour
- Modify poor behaviour choices
- Raise self-esteem
- Give the children the moral and social courage to be the best they possibly can
- Support children to grow and develop as positive members of the community

Whole school strategies include:

- Positive reinforcement of good behaviour
- Opportunities for children to share their positive behaviour choices with parties external to the classroom
- Rewards
- All adults following the behaviour policy



The School Reward System

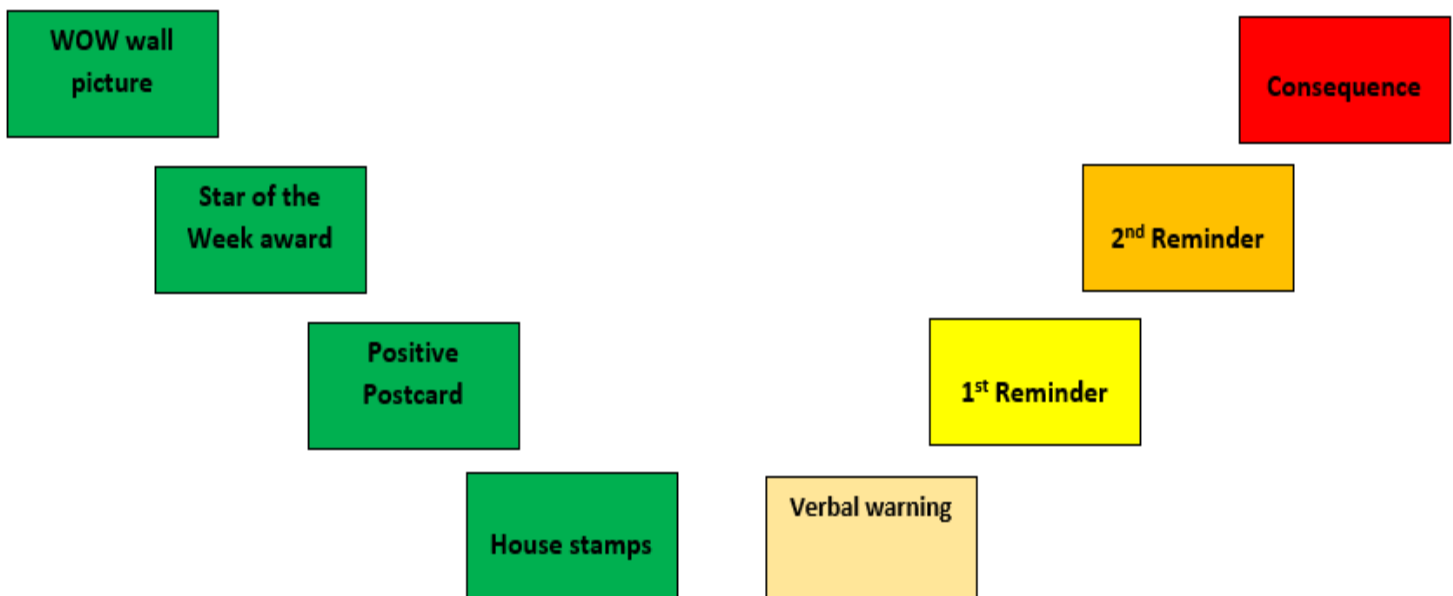
Members of staff reward appropriate behaviour and hard work by giving children stickers and house stamps on a collector card. Each one hundred stamps achieved earns a new certificate.

100 house stamps	Bronze Award
200 house stamps	Silver Award
300 house stamps	Gold Award
400 house stamps	Platinum Award
500 house stamps	Star Award
600 house stamps	Headteacher Award
700 house stamps	Superstar Award
800 house stamps	Bronze Medal
900 house stamps	Silver Medal
1000 house stamps	Gold Medal
1000+house stamps	School records/ personal bests

House stamps can be distributed by any member of staff and may be given out for such things as: working hard in class, displaying good manners around the school, completing homework to a high standard, representing the school at events, being helpful around the classroom/ school or for anything else at the discretion of the staff. A record of house stamps is kept in each classroom (a class chart on the wall and individual's house stamp cards) and the totals are collected on a weekly basis. The winning house is then announced during Friday's celebration assemblies.

Each week every class nominates a pupil for the Star of the Week award. This is to recognise exceptional achievement and good behaviour. These children's names are announced during celebration assembly and the teacher explains why they have been chosen. The chosen pupils will then receive a certificate and a Star of the Week sticker.

A copy of the Beecroft Behaviour chart (Appendix 1) is displayed in each classroom and in various locations around the school in order to encourage positive behaviour.





Sanctions

At Beecroft Academy, the whole school uses the behaviour chart and agreed sanctions, which are displayed in the classroom (see below, Appendix 2a and 2b) to encourage personal responsibility for behaviour. A blank levelled chart is displayed in each class. At the beginning of each day, and after lunchtime the board is cleaned and left blank. If a child exhibits unwanted behaviour, the following consequences take place:

1st Reminder	If we <u>choose</u> to do something "silly"...	Like... <ul style="list-style-type: none"> calling out talking while someone else is talking pushing in the line making silly noises 	We can expect... <ul style="list-style-type: none"> to be spoken to by an adult to be reminded of the rules to miss out on praise not to be selected for a privilege or task
2nd Reminder	If we <u>choose</u> to keep doing these things or do something a bit more serious...	Like... <ul style="list-style-type: none"> not working rough play / play fighting answering back inappropriate words not co-operating 	We can expect... <ul style="list-style-type: none"> to complete work in our own time to lose some of our play time to apologise walk around with an adult on the playground
Consequence	If we <u>choose</u> to keep doing any of these things or do something really serious...	Like... <ul style="list-style-type: none"> hurting someone on purpose by using words or actions throwing something swearing/ spitting deliberately breaking something making comments about family members 	We can expect... <ul style="list-style-type: none"> to be removed from the playground up to 30 minutes personal reflection at lunchtime (after school for Year 5/6) our parents to be asked to come into school for a meeting be placed on behaviour report <p>Or even...</p> <ul style="list-style-type: none"> Removal from lessons (internal seclusions) Exclusion from events / school

If a child receives a consequence during morning lessons, their personal reflection time will be at lunchtime or break time on the same day. If they receive a consequence during afternoon lessons, their personal reflection will be at lunchtime or break time on the following day. Personal reflection for Year 5 and 6 children will take place after school on the day that the consequence is issued, or as close to as possible.

Parents will be informed by telephone if their child receives after school reflection time (Year 5 and 6). This must be logged on Integris and a record should be kept by the Key Stage Leader.

Fixed-term and permanent exclusions

Exclusion from school is a serious step to take however, this step is sometimes the only course of action available to the school. Actions for exclusion from the school day should be implemented when a child is responsible for, but not limited to, any of the following actions.

- physical assault on another child or member of staff
- constant disruption to the education of other children
- regular breaches of the school's behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child
- deliberate and wilful damage to school property
- The behaviour of a pupil outside the school can be considered as grounds for exclusion

It is likely that a combination of the above will contribute to exclusion.



Only the Headteacher (or the person appointed to carry out the functions of the Headteacher in their absence) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. Details of any such exclusion will also be issued in the form of a written letter to the parents/ carers of the pupil, which informs the parent/ carer of how to make an appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusion.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body does not have a discipline committee. If one is required then this will be made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

For further guidance, please see:

<http://www.centralbedfordshire.gov.uk/school/pupil-support/exclusion/types.aspx>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion from maintained schools academies and pupil referral units guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools_academies_and_pupil_referral_units_guidance.pdf)

Repairing and Rebuilding Relationships

As a result of a consequence being applied or the use of positive correction, the member of staff dealing primarily with the child should repair and rebuild the relationship. Repairing and rebuilding is imperative because it restores strained relationships and enables the return to a positive learning environment as well as building the child's confidence and self-esteem.

The role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson times and around the school. The class teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the teacher will follow the steps as outlined in this policy.

The class teacher liaises with other members of staff i.e. senior staff, nurture group staff, SENCO/Well Being Liaison and external agencies, as necessary, to support and guide the progress of each child.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Teachers should follow the Pupil/ Staff Referral system where appropriate (Appendix 4).

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.



The role of parents/ carers

The school works collaboratively with parents, to ensure the children are aware of behaviour appropriate for school. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to implement sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, the governors should be contacted and a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Physical Contact and Intervention (Team-Teach)

Members of staff have received training for 'Team-teach' which is a positive handling strategy to enable the transfer of a child from an area in which the pupil, other pupils or member of staff might be at risk of being harmed.

Physical intervention is considered to be the very last resort and is only used following no response to other positive behaviour strategies.

Any positive handling incidents are recorded fully in a file, which is kept in the Headteacher's office, and is overseen by a Governor, the Headteacher and SLT.

Parents/Carers are informed if positive handling has been necessary.

Trained staff will attend a refresher course every 2 to 3 years.

The Rainbow Room and Nurture Room

At Beecroft Academy we aim to assist every child to reach their full potential and this includes making correct behaviour choices. It may be appropriate for a specific child to spend some time in The Rainbow Room or in The Nurture Room. This will mainly be used as a method for children calm themselves or use as a sensory break if they have specific needs.

Behaviour Log

When a child receives a consequence it must be recorded on the behaviour log. This allows all staff to gain a broader picture of a child's choices and helps staff to put in place any support needed. The behaviour log is located on Integriss, the school's management and recording system

Lunchtime Club and Reporting Incidents

When a child receives a consequence at lunchtime it should be logged on the school's behaviour log, Integriss, by the member of staff who issued the sanction. The Senior Midday Supervisors are responsible for monitoring lunchtime incidents and should liaise the SLT when required. Lunchtime clubs operate with a pastoral focus for those identified children who are having difficulties on the playground.



Support for Members of Staff

The key to effective behaviour management is collegial support and it is fully understood by all staff that this is not an area that can be tackled single-handedly. The following support will be offered to all staff:

- Emotional support
- Problem solving opportunities
- Sharing of problems without judgements being made
- Structural support
- A team approach

Staff training will be planned as part of the annual training plan. Additionally, training will be provided, when it is deemed appropriate and required, on a more ad hoc basis throughout each academic year.

Monitoring and Review

It is the responsibility of the Headteacher and the governors to monitor the implementation of the school's behaviour policy. The Governors will therefore examine closely the school's performance in this area.

This policy will be reviewed annually or earlier if considered necessary.

Reviewed by J Hughes and N Hackett, September 2017