

Beaufront First School

Pupil Behaviour Policy

Version history

Version	Date	Description	Author	Date approved by gobs:	Date for next review before: 2 yearly review or as needed.
0	Aug 2009	Pupil Behaviour Policy	NCC plus BFS	Sept 2009	
1.1	Jan 2013	Initial review of 2009 Pupil Behaviour Policy.	ED/all staff.		
	4.2.13	Send out to Gobs for consultation.			
	4.2.13	Invite a working party of parents to review	AL; FM; and others.		
	7.10.13	Finalise review of 2013 Behaviour Policy	ED & parents	Jan 2014	Jan 2016
2.1	7.3.16	Review of 2013 policy with respect to: <ul style="list-style-type: none"> • Behaviour Principles Written Statement. Reviewed by Gobs summer 2015 by email. Small changes March 2016. • Staff comments, changes to procedures 2014-2015, 2015-2016 • Behaviour and discipline in schools (DfE January 2016) 	ED, staff, Gobs.	23.3.16	March 2018

‘The quality of learning, teaching and behaviour in schools are inseparable issues.’ Steer Report 2010

1. Purpose

1.1 The purpose of this policy is to:

- Instil a belief that each individual can make a difference to the wider community.
- Create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best and achievements are recognised and celebrated.
- Encourage respect for themselves including: pride in their appearance, behaviour, achievement and instil high expectations.
- Encourage respect for others and an understanding of how their actions affect others' feelings.
- Encourage respect for individuality and the rights of others to their own opinions, cultures and beliefs.
- Encourage respect for their environment including the school and other people's property
- Promote and develop self-discipline,
- Explicitly link high expectations for the completion of high quality work and effort in school (including the completion of homework) with other aspects of desired behaviour.
- Provide common, simple, robust and effective procedures for promoting effort, achievement and positive behaviour.

1.2 The behaviour policy includes Steer's ten aspects of school practice that, when effective, contribute to the quality of pupil behaviour.

1. A consistent approach to behaviour management, teaching and learning.
2. School leadership.
3. Classroom management, learning and teaching.
4. Rewards and sanctions.
5. Behaviour strategies and the teaching of good behaviour.
6. Staff development and support.
7. Pupil support systems.
8. Liaison with parents and other agencies.
9. Managing pupil transition.
10. Organisation and facilities.
11. Confiscation of inappropriate items.

1.3 Beaufront First School acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

- 1.4 Further advice and guidance can be found in “Behaviour and discipline in schools” (DfE January 2016). In particular advice refers to: What the law says; what teachers and schools can do; examples of reprimands and sanctions.

2. Values and Principles

- 2.1 To ensure safeguarding, regular training will be accessed by staff and all concerns are to be raised with the head teacher.
- 2.2 We believe that high quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly.
- 2.3 This policy is linked to the Anti-Bullying Policy, and the Home-School Agreement and is reviewed against the Equality Act 2010.
- 2.4 At the beginning of each academic year, students will be consulted on the rules, rewards and sanctions we propose to use and all pupils will be expected to observe them.
- 2.5 Positive values will be reinforced throughout the school’s curriculum delivery and emphasised and celebrated in whole-school assemblies. Parents are encouraged to support this policy through the home-school agreement.
- 2.6 Teaching staff are aware that behaviours are often an expression of thoughts and feelings that may need further exploration. Teachers are active observers of pupil’s behaviours, identifying and addressing potentially concerning behaviours.

3. Roles and responsibilities of the head teacher, other staff and governors in implementing this policy.

The head teacher and staff will apply the principles identified above (Section 2) when implementing the following whole-school approaches to positive behaviour:

- 3.1 Staff receive regular updates and training as appropriate in SEN and safeguarding.
- 3.2 Self-esteem will be fostered through valuing each child, encouraging classroom success and developing relationships based on mutual respect.
- 3.3 Pupils should be given appropriate opportunities for responsibility within each class to help bolster a child’s self-worth.
- 3.4 Pupils should be given appropriate opportunities for responsibility within the school as a whole, such as ‘playground buddies’, members of the school “pupil voice” (or school council) or reading tutors.
- 3.5 Children should be encouraged to feel responsible for their own learning, believing themselves capable of success and able to reflect on their progress.
- 3.6 Children learn by example. All adults working with pupils in school should present a consistent approach, which is firm but calm, making clear expectations and avoiding conflict.

- 3.7 Good behaviour should be rewarded positively and celebrated. Regular Merit Assemblies give an opportunity for all staff to celebrate the achievement and good behaviour of pupils. The Playground Buddies will also propose children to gain a merit based on behaviour noted.
- 3.8 Parents should be involved in active partnership with the school to aid and promote good behaviour.
- 3.9 Children should be listened to. They should be encouraged to reflect upon their actions and possible alternatives.
- 3.10 All staff are responsible for the conduct of children anywhere on the school premises and while supervising pupils on out of school activities.
- 3.11 All matters of discipline should in the first instance, be dealt with by the member of staff on the scene. If necessary, children should be sent to the class teacher. If the incident is more serious, children should be sent to the head teacher.
- 3.12 Staff will use their discretion in relation to alternative approaches that may be needed for an individual child.
- 3.13 Parents will be involved at an early stage. If appropriate, outside support services may be contacted, with parental consent.
- 3.14 Staff will share behaviour problems with each other so that a common approach can be taken and support given between staff members.
- 3.15 Beaufront First School works tirelessly to educate all children about bullying (including cyberbullying) and how to prevent it. Please refer to the Anti-Bullying Policy.

4. Rewards

Our aim is to provide a range of opportunities in which children can excel and be rewarded. Children respond well to positive encouragement. BFS staff give positive verbal and written praise to children for academic achievement, progress, perseverance and good and caring behaviour. (See also Beaufront First School Policy on Marking and Feedback.)

4.1 Other rewards may include:

- Giving stickers
- Awarding “avatar points” (school 360 learning platform system).
- Sending pupils to other staff and pupils to receive additional praise.
- Awarding merit certificates in assemblies.
- Sending a note home to parents to inform the parent of their child’s achievements.
- Awarding marbles to place in ‘the Marble Jar’ as a whole class incentive, which when full, results in a choosing afternoon for the whole class.
- Teachers may develop other reward schemes throughout the year.

5. Sanctions

5.1 In most cases, a discussion with a child, conveying a disappointed, concerned attitude, assists a child to evaluate their own behaviour and to set objectives for improvement. This is usually the first and most appropriate course of action.

5.2 Where the child continues to show unacceptable behaviour, sanctions will be applied. The professional judgement of the staff is key at all times. Staff are encouraged to discuss all behaviour concerns with their colleagues and the HT..

5.3 Sanctions include:

- Withdrawal of privileges such as missing a (specified) part of play time.
- This is done in a highly structured way.
 - Transgressions during a lesson result in initials being placed on the whiteboard. Named pupils will then be told that they owe the class “a minute” and thus need to give that minute back from their free time.
 - Repeat offenders will be placed on the classroom behaviour log.
 - If behaviour does not improve then this will be shared with the head teacher.
 - Discussions regarding behaviour (during playtime) will ensue. Further sanctions will then be put in place depending on the teacher’s knowledge of the child, their age and individual needs. Parents will always be involved if this approach is not effective.
- Staying alongside a member of staff in the playground rather than having ‘free’ play time and using the time to talk with the member of staff about their inappropriate actions and how to avoid repeating them.
- Writing an apology or preparing to give a genuine verbal apology. This will include making sure the pupil understands the impact of their bad behaviour.
- Asked to remove a marble from the marble jar.
- Relocation within the class.
- A staff member may choose to share their disappointment with poor behaviour of a child with another member of staff.
- A shared log of behaviour between school and home may also be an effective tool to encourage good behaviour.
- “Time out” to reflect on behaviour (always supervised by an adult). Time will most usually be spent in another classroom in the school.
- Written down behaviour targets. Daily monitoring. Children will be asked to rate their own behaviour against their behaviour targets and then compare their “rating” with the member of staff’s views. This will include behaviour during lessons, lunchtimes, playtimes and when moving around the school. This will always include a discussion with parents.

5.4 Sanctions must:

- be used sparingly and judiciously
- be given as soon as possible after the event
- be fair and just and seen to be so by the children

5.5 Punishment of a whole group or class for the inappropriate action of an individual should always be avoided. Conversely, individuals should not be made scapegoats for the activity of a whole class or group of pupils.

5.6 Recording of sanctions given:

Where a specific incident causes concern an "incident log" will be filled in and discussed with the headteacher. These incident logs will be reviewed as part of safeguarding procedures.

Regular staff meetings will discuss behaviour for learning and behaviour around school.

6. What happens if positive strategies and sanctions do not work?

6.1 If a combination of the above sanctions fails to resolve a problem, parents will be contacted and asked to come into school to discuss the matter further. N.B. This should happen after staff have consulted with the Head Teacher.

6.2 The school's intention will then be to work in partnership with parents, to agree a joint approach to provide consistency for the child. Support strategies used in school may be reinforced in the home. It may be appropriate to set specific targets for a child which should be reviewed regularly with the child and then in subsequent meetings with parents. A record should be kept of strategies adopted with monitoring of their effectiveness.

6.3 School may ask for support from LIST and/or other agencies.

6.4 In only the most severe cases and after all other avenues have been explored, exclusion may be considered appropriate.

6.5 The governing body will establish a Pupil Behaviour Committee of three members (including the Head Teacher and another member of staff) and ensure that they receive training to fulfil their role.

Procedures for the Pupil Behaviour Committee.

6.6 The committee will have regard to any guidance given by the Secretary of State.

6.7 For permanent exclusions and fixed-period exclusions of more than 15 days in any one term, the committee will meet no earlier than the sixth school day and no later than the 15th school day after receiving notice of the exclusion.

6.8 For fixed-period exclusions of more than five school days in any one term up to and including 15 school days, the committee will meet no earlier than the sixth school day and no later than the 50th school day after receiving notice of the exclusion.

6.9 If the Pupil Behaviour Committee decide that a pupil should be reinstated they will give the appropriate direction to the Head Teacher (who is under duty to comply with it) and inform the parent and the LEA of their decision.

6.10 The pupil, parent(s) and other professionals involved will be invited to a reintegration meeting to plan for a positive reintroduction to school.

6.11 If they decide that a pupil should not be reinstated, they will inform the parent, the Head Teacher and the LEA of their decision. In the case of permanent exclusion they will notify the parent in writing of their decision and the reasons for it. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge and appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Procedures for informing parents

6.12 The head teacher will:

- inform the pupil's parents of the period of any exclusion, or of a permanent exclusion
- give the reasons for the exclusion
- advise the parents how representations may be made
- notify both the LEA and the Governing Body's Pupil Behaviour Committee of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed period exclusion converted to a permanent one; (b) a fixed-term period of exclusion of more than five days which brings the days the pupil has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

7. Monitoring and Evaluating this policy

7.1 Staff will share concerns about the behaviour of any child who is not responding to classroom routines and sanctions.

7.2 This may be on a day to day basis or at weekly staff meetings.

7.3 Staff will always have a care to consider whether any behavioural concerns may be linked to a safeguarding concern.

7.4 Staff will hold a behaviour staff meeting once a term to discuss the impact of rewards, sanctions areas of concern and individuals who may be causing concern.

7.5 The head teacher will report to the Governing Body on the following:

- The content of termly behaviour staff meetings.
- Outcomes from classroom monitoring where behaviour for learning and behaviour round school are considered.
- any patterns of behaviour shown where sanctions which are regularly applied do not seem to be effective

- fixed-term and permanent exclusions – number of and analysis of behaviour.
- Instances of bullying and action taken.
- Support provided for victims.
- This policy should be read alongside the Anti-Bullying Policy, E-Safety Policy, Home-School Agreement, Beaufront First School Policy on Marking and Feedback.

8. Reviewing this policy

As part of any review of the policy, feedback will be sought from the School Council, staff and parents on the effectiveness of the policy.

March 2016.