



## **BEORMUND PRIMARY SCHOOL BEHAVIOUR POLICY**

**Aims:** At Beormund we strive to achieve the following:

- Ensure that Beormund is a safe, secure and stimulating environment that promotes learning and a sense of community.
- Provide a positive, consistent and reflective approach to the management of children's behaviour.
- Promote and encourage the continual development of all staff in understanding the needs of children with SEMH.
- Develop constructive partnerships with parents/carers and support them in the management of their children's behaviour.
- Understand that children's behaviour can change (both positively and negatively due to a range of factors) and provide appropriate support and guidance when necessary.
- Build positive relationships with everybody and create a climate of mutual respect amongst pupils, staff and all other stakeholders.

**Values:** At Beormund school we share a key set of values that are agreed and promoted by the whole school community and are reinforced through our teaching and learning policies.

These values are:

- Self respect
- Respect for others
- Self discipline
- Honesty
- Consideration
- Cooperation
- Fairness
- Reparation
- Equality of opportunity
- Resilience
- Enquiry
- Morality
- Thoughtfulness
- Communication
- Adaptability



**Rights:** Everyone in the school community has rights based on our aims and values and these have been further informed through the United Nations Convention on the Rights of the Child. (UNCRC)

These rights are:

- To be safe
- To be heard
- To have beliefs
- To receive support
- To be treated with respect and dignity
- To learn/teach

**Responsibilities:** Everybody in the school has responsibilities based on these rights.

### **Staff**

- To provide a safe, secure and stimulating environment.
- To ensure that all pupils understand the “School Rules” and “Our Rights and Responsibilities”.
- To ensure that classroom organisation and management supports learning.
- To plan and respond to individual needs.
- To provide opportunities for pupil contribution to learning and development.
- To promote the aims and values of this policy.
- To use a variety of teaching and learning styles.
- To create time to listen to and talk with children.
- To use positive language and model appropriate behaviour.
- To model and demonstrate successful relationships.
- To attend appropriate training and participate in CPD.
- To work in partnership with parents/carers, the staff team, governors, LEA officers and outside agencies when appropriate.
- To develop and review a Behaviour Support Plan for each child in their class on a termly basis.
- To draw up a risk assessment for individual pupils which is reviewed alongside the BSP or earlier if deemed necessary.
- To follow all guidelines in relation to the school's Physical Intervention and Team Teach policy.

### **Pupils**

- To follow the “School Rules” and have consideration for “Our Rights and Responsibilities”.
- To work towards achieving set targets.
- To take responsibility for their behaviour.
- To recognise the need to change inappropriate behaviour.
- To display our values.
- To recognise the impact of their behaviour on themselves and others.

### **Parents/Carers**

- To support the Home/School agreement.
- To ensure their child's regular attendance.
- To reinforce the expectations of the school.
- To work in partnership with the staff team.
- To attend all target setting and review meetings



## **Governors**

- To support the school in the implementation and review of policies.
- To review attendance/exclusion data.
- To regularly visit the school.
- To provide constructive feedback on all matters relating to behaviour.
- To attend training as appropriate.
- To make and review from time to time a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour.
- To notify the Headteacher and give him/her related guidance if the governing body wants the behaviour policy to include particular measures or address particular issues.
- To consult with school staff, parents/carers and pupils on the principles of the behaviour policy.
- To have regard to the health and welfare of staff.

## **Our Rights and Responsibilities**

My right is to be safe.

My responsibility is to help ensure the safety of others.

My right is to learn.

My responsibility is to let others learn and allow staff to teach.

My right is to be respected.

My responsibility is to treat others with respect.

My right is to be heard.

My responsibility is to allow others to be heard and listen to their points of view.

My right is to have beliefs.

My responsibility is to respect the beliefs of others.

My right is to receive support.

My responsibility is to allow others to be supported and offer support if I am able.

## **School Rules**

1. We remember that everybody has the right to feel safe in their bodies and their feelings.
2. We treat others kindly or we leave them alone.
3. We speak to one another politely.
4. We take care of property and the school building.
5. We are always in the right place at the right time.



## Management of Behaviour

At Beormund we aim to provide a positive ethos and develop a fair, consistent and effective approach to the management of children's behaviour but we also maintain an understanding that certain sanctions/rewards may not be in the best interests of an individual child and that different sanctions/rewards may at times be more productive. We aim to provide a positive ethos for teaching and learning by employing the following strategies:

- Modelling appropriate behaviour
- Using aspects from SEAL framework and other additional resources
- Setting boundaries and rules
- Developing a shared understanding of expectations
- Promoting self esteem activities
- Maintaining relationships
- Giving positive feedback and praise
- Including parents/carers
- Celebrating achievement
- Setting personalised targets
- Having clear reward systems
- Providing curriculum enrichment activities
- Continually developing links with other schools and outside agencies
- Producing inclusive and stimulating display
- Providing opportunities for residential/school journeys
- Providing routine
- Ensuring that lessons are well planned and cater for individual needs
- Using principles of Restorative Justice
- Providing a clean, tidy and well resourced environment
- Team Teach

## Rewards

At Beormund we use rewards to encourage good behaviour, raise self esteem, acknowledge effort and celebrate success. The range on offer may include:

- Earning shillings
- Praise
- Text/Email/Postcard home
- Trips
- Certificates
- Medals
- Stickers
- Phone call home
- Responsibilities
- Headteacher awards
- Achievement assembly
- Note in contact book
- Raffle tickets
- Tuck shop visits
- Good News monthly newsletter



- House points

## Shillings

Pupils can earn up to 100 shillings a day. The table below shows how many shillings can be gained for each session. Shillings are banked and can be exchanged for educational toys/games/equipment from the tuck shop at regular intervals determined by the class teams but usually during the last week of any half term. Shillings achievement is celebrated in Monday assemblies. Shillings can be earned for:

- Completing work
- Good behaviour
- Helping others
- Being in the right place
- Achieving targets
- Lining up
- Sharing
- Listening
- Cooperating
- Making sound choices
- Staying on task
- Kindness

5	Entering school sensibly and going straight to class.	
10	Session 1	(09.00 – 9.45)
5	Morning Munch	(09.45 – 10.00)
10	Session 2	(10.00 – 10.45)
10	Session 3	(10.45 – 11.30)
5	Morning Break	(11.30 – 11.50)
5	Massage	(11.50 – 12.05)
10	Session 4	(12.05 – 12.50)
5	Assembly	(12.50 – 13.10)
5	Lunch	(13.10 – 13.40)
5	Lunch Play	(13.40 – 14.00)
5	Independent reading/Storytime	(14.00 – 14.15)
10	Session 5	(14.15 – 15.00)
5	Review of day/diaries/letters	(15.00 – 15.10)
5	Leaving school promptly and sensibly when called	



## House Points

Beormund pupils are arranged into 4 houses – Red, Yellow, Blue and Green. There is a mixture of year groups in each house. Members of staff are allocated to each house with one member of staff acting as house leader. At the beginning of the year a house captain will be elected for each house. House points are awarded in Monday's assembly for pupils who achieve Headteacher award certificates or earn over 470 shillings in the previous week. House points can also be gained in raffles, house competitions or used as an extra incentive at any other time. Please inform the front office so that any points earned can be added to the weekly total.

A house day will be organised on the final Wednesday of each half term. The winning house will be rewarded with a special day out. Activities for the other houses will be organised by house leaders.

## Unacceptable Behaviour

In order to maintain a positive ethos and provide opportunities for children to make wise choices about their behaviour we use a number of positive redirection strategies to provide the least intrusive approach to managing behaviour. These strategies may include:

- Non-verbal signs/signals/gestures
- Giving attention to others
- Moving close
- Using when.....then direction
- Reminder of sanctions
- Reminder of expectations
- Providing choices
- Using humour with caution

## Sanctions

If our positive redirection strategies fail we will need to sanction unacceptable behaviour. Children need to learn that their actions can lead to consequences. Sanctions we employ are based on a hierarchy. After we have given the child verbal warnings the following steps may need to be followed. Certain behaviours automatically enter the hierarchy at a particular level. It is important to remember that we know our pupils and endeavour for them to achieve success and find positive ways forward. Some sanctions will work for certain children and some will not.....We need to find the one that works. It may be appropriate to allow pupils to earn time off.

- Shillings
- 3 minutes time out in class  
(swearing, distracting others, not following instructions, rudeness, cussing, excessive noise)
- 5 minutes time out in class  
(if the child refuses to comply with the above)

- 10 minutes thinking time at break  
(failing to comply with the above, leaving class without permission, making personal remarks, minor damage, sexualised language, throwing objects)
- 15 minute thinking time at break  
(failing to comply with the above, fighting, kicking, spitting, and throwing objects at people)
- 20 minute thinking time  
(failure to comply with thinking time expectations, leaving school building)
- SLT involvement via Learning support room (LSR)  
(Failure of thinking time, assault, leaving site, sexism, racism, homophobia, bullying, dangerous situations, significant damage, setting off fire alarm)
- Internal exclusion
- 1-1 tuition
- Parent/carer involvement
- Fixed term exclusion  
(Can only be authorised by Headteacher or deputy Headteacher in his/her absence)
- Governor disciplinary panel
- Permanent exclusion

### Important Notes

- All incidents involving bullying/racism/homophobia/sexism/religion are recorded on significant incident forms.
- All physical interventions are logged on our school system and are reported to parents/carers.
- Intentional damage caused by a pupil will be billed to the pupil's home and/or shillings will be deducted to pay for repairs/replacement of property.
- Non essential items brought to school will be confiscated until the end of term after an initial warning has been given.
- Inappropriate age related films/music/games etc will not be returned to children and safeguarding officer informed.
- Children are expected to wear school uniform.
- Mobile phones and any electrical items must be handed in to the school office after agreement with the Headteacher that they can be brought on site.
- Children are not allowed to wear make-up or bring aerosol spray to school.
- Stud earrings and watches are permitted to be worn but no other form of jewellery is allowed.
- Unsafe behaviours that may need a physical intervention will incorporate staff using Team Teach (Please refer to our Physical Intervention policy)