



Behaviour Policy Booklet

The Beacon CE Primary School

Reviewed September 2020



Behaviour Policy Booklet

As recognised in our most recent Ofsted report in March 2014, Ofsted judged the Behaviour and Safety of pupils as 'Outstanding'. Ofsted reported that 'The behaviour of pupils is outstanding. They behave extremely well in class, on the playground and in the dining hall. Pupils are very polite. They open doors for adults and show great care for their school.'

We believe behaviour is judged to be outstanding due to all staff having very high expectations in how children should behave. We are not complacent, we review our behaviour policy regularly.

As a Christian school our Christian ethos and values are central to all we do. These values including compassion, courage, friendship, trust and forgiveness support our pupils and underpin our approach to behaviour management.

The purpose of this policy booklet is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

Objectives of the Policy

- To improve the standards of work, behaviour and life chances of children.
- To establish and maintain a happy, calm, orderly and safe environment.
- To create an atmosphere where achievement is respected and valued.
- To have clear and high expectations of children's work and behaviour.
- To establish good working relationships and encourage mutual respect.
- To work with parents and children to establish and maintain good behaviour.

All those involved in the life of the school have a collective responsibility for ensuring good behaviour. We have a duty to demonstrate through our actions and attitudes the Christian values which underpin all our work. High standards of behaviour, work and respect for each other depends on the example we all give to pupils. Good order does not just happen; it has to be worked for.

Everyone at The Beacon is dedicated to:

- ✓ Developing the highest standards of learning and teaching
- ✓ Enabling every pupil to achieve their full potential
- ✓ Enabling every pupil to become a responsible member of society



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The Beacon School Aims

- To provide high quality teaching
- To deliver a broad and rich curriculum
- To develop positive attitudes to learning
- To create a pleasant and stimulating environment
- To develop the school's place within the community
- To ensure equal opportunities for all
- To communicate effectively
- To develop and celebrate strong relationships
- To allow all children to develop as individuals

Equal Opportunities Statement

The Beacon school believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance.

Expectations of All Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any students who are teaching in their class also have high expectations of all pupils.
- To uphold the 'Beacon Code of Conduct' at all times.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a non-confrontational manner
- To raise pupils self esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use the code of conduct, class rules and sanctions clearly and consistently.
- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.



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Expectations of All Parents/ Carers

- To support the Beacon Code of Conduct and school behaviour policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To provide good role models for children.
- To support their child in completing homework, including listening to them reading regularly.

Expectations of All Children

- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteously



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To help us maintain high standards of behaviour we have agreed a set of rules. These rules form 'The Beacon Code of Conduct' which every pupil is expected to follow and every adult is expected to uphold at all times.

The Beacon Code of Conduct

I will...

- Listen carefully to each other
- Try our very best in all we do
- Take good care of our school property and belongings
- Be kind, friendly and truthful
- Keep Safe
- Respect everyone and celebrate their differences

Class Rules

Each teacher will also work with their class each September to produce a list of age-appropriate rules to support class management and organisation which will be displayed prominently to support their work and visiting teachers

School Wide Rewards

At The Beacon we believe that pupils learn best when they are motivated and that they will be well motivated when they feel good about themselves. Praise, reward and celebration of achievement are very important aspects of the school's approach to promoting good behaviour.

Some of the rewards are listed below:

- ✓ Verbal Praise – all staff tell pupils that their behaviour is very good and state why.
- ✓ Certificates uploaded to SeeSaw
- ✓ Star Child of the Week

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Dojo points. Class Dojo is an online system where students can receive dojo points. Dojos may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include :-

- Particularly good work/effort.
- Displaying good manners
- Displaying a caring attitude towards others
- Staying on task etc.



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When awarding the dojo point the member of staff should reinforce the good behaviour e.g. 'You can have a dojo for waiting so patiently'. All teachers have access to their own class online dojo point system but any member of staff can award dojos and inform their class teacher so they can be added to the system.

Once awarded a dojo, it should never be deducted.

The reward system is graded as follows:-

Any noteworthy behaviour 1, 2 or 3 at a maximum for awarding Dojos

100 Dojos	Children receive a certificate.
200 Dojos	Children receive bronze prize.
300 Dojos	Children receive silver prize.
400 Dojos	Children receive gold prize.

The class with the most Dojos each week receives an extra playtime the following week.

- School Commendation awards will be presented in whole school worship.
 - ✓ Star of the Week awards are given out during our weekly celebration worship. Teachers nominate a child who has displayed a particularly good attitude or has worked very hard. They are also displayed on Seesaw.
 - ✓ Pupils with 100% attendance receive a reward at the end of each term and at the end of the year.

Class Rewards

In addition to the whole school rewards, teachers often develop their own novel ways in which to promote and encourage good standards of behaviour with their class e.g. raffle tickets, marble jars, golden time, treasure chests, medal charts etc. These individual approaches are encouraged as they are a way in which teachers can take more responsibility for the behaviour of their children on a day-to-day basis however they must not replace the whole school behaviour rewards such as the smiley stickers.

BAM (Beacon Assertive Mentoring)

The school has an allocated teacher who act as a mentor to targeted children. Each child will receive a mentoring meeting. For some children i.e. those receiving additional support, there will be more frequent meetings arranged. Targets are carefully chosen from an agreed assessment criteria so as to be both challenging yet achievable and to have the greatest impact on performance.



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School Wide Sanctions

In the event of children not adhering to the code of conduct, the following sanctions will be applied using **adult discrepancy based on the seriousness** of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

Stage 1	Non-verbal warning e.g. frown, stern look, and silence
Stage 2	Verbal warning
Stage 3	Child's name written on board
Stage 4	Cross put beside child's name (5 or 10 minute loss of playtime)
Stage 5	Another cross by child's name (loss of whole playtime)
Stage 6	Child will be sent to a named class for 'time-out'
Stage 7	Child referred to Learning Mentor, Assistant Headteacher, Head of School or Executive Headteacher
Stage 8	Parents/ Carers contacted/ invited in to school to discuss child's behaviour
Stage 9	In the case of regular misbehaviour it will be necessary to consider tailored sanctions. These may include a report card, behaviour contract, exclusion from activities, playtime and/ or lunchtime exclusion, internal exclusion or fixed short and long term and permanent exclusions

Missed Playtime:	The child will be supervised by an adult within school instead of playing outside (they will not be allowed to carry out jobs or partake in enjoyable activities during this time). A register will be kept and parents informed when their child has been to 'missed playtime' on more than 5 occasions in a half-term. If a child has been to missed playtime 10 or more times during a half-term, they may miss an activity or treat e.g. visit out of school / Christmas Party.
Internal Exclusion:	Parents are informed by letter (Letter to be kept in the office). Pupil has no contact with class or classmates. Child has no access to playground, extra-curricular or enrichment activities e.g. visits out
Fixed Term Exclusion:	Pupils will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed.
Permanent Exclusion:	The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at The Beacon and will need to find another school.

Notes for Application of Sanctions:

- 1) Teachers have to record any significant incidents in their class behaviour record book and send it with the child if they are going to 'missed playtime'.



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- 2) Teachers need to keep parents informed regularly about their child's behaviour. If they need to be approached about poor behaviour this should be done tactfully and where possible in private.
- 3) Teachers are also expected to communicate with senior managers about behaviour concerns.
- 4) Teachers are encouraged to keep children in themselves during playtime to complete work if necessary- this is not an appropriate use of 'missed playtime'.
- 5) No list of sanctions can solve all problems and teachers must use their own judgement when dealing with behaviour.

Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services.

The headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- Detention
- Fixed term exclusion
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

Restorative Thinking

Our school community uses Restorative Thinking to help create a restorative and safe learning environment.

Restorative questions will include:

- What happened?
- What were you thinking/feeling at the time?
- What are your thoughts/feelings been since?
- Who has been affected by what happened?
- In what way?
- What needs to happen to put things right?

These questions are neutral and non-judgemental. They allow the person to tell the story and are likely to promote responsibility.

Playground Golden Rules

We are gentle
We are kind and helpful
We play well with others



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We care for the playground

We listen

We are honest

Notes for Playground Supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back in to the school building unless with an adult.

During playtimes, there are usually 5 adults on duty. Their roles are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes and at the beginning and end of the school day. They need to make sure accidents are recorded and that behaviour is dealt with appropriately. Children can be asked to stand against the wall for time-out or can be asked to stay with an adult. Children should never be sent in on their own- either to missed play or to see the Assistant Headteacher, Deputy Headteacher or Headteacher. The teacher outside is also responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time. They must not leave the yard **under any circumstances** until all classes have been collected. **If you know you are unable to do this duty, please ensure you have a replacement.**

Red Zone: This involves the supervision of football or other ball games which children play on a rota. Children who argue or are overtly competitive will be asked to leave the red zone and miss their next Red Zone day.

Lunchtime Rules

Lunchtime supervisors are able to award Dojos for good behaviour in the dinner hall and on the yard. They are also required to keep a written log of any significant incidents of behaviour in the 'Lunchtime Behaviour Book'. The Senior Lunchtime Supervisor / Learning Mentor will also liaise with the Executive Head and Head of School when children are causing concern because of regular misbehaviour or about serious incidents. Persistent misbehaviour may result in a pupil being excluded from school at lunchtimes.

At lunchtime, supervisory staff should make sure that the entrance to the toilets is well-supervised and may use Year 6 prefects to help.

Dining Hall Rules

1. We line up calmly
2. We walk carefully through the hall
3. We speak quietly to those around us
4. We keep our table clean



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5. We are polite to everyone
6. We use good table manners

Monitoring

A behaviour learning walk by The Executive Headteacher, The Head of School or the Assistant Headteacher will take place every term and feedback will be provided to all staff.

To be reviewed: July 2021