



Behaviour Procedures

Beanfield Primary School

Academic Year 2021-2022

Behaviour and Discipline Procedures

Our procedures embody our Community Code on the belief that:

- Good learning behaviours are not automatically learned but need to be taught and supported by parents.
- Classroom behaviours can change and we as teachers can assist children to manage their behaviour choices more effectively.
- A child who is not making the appropriate behaviour choices is the school's problem not an individual teacher's problem.

This refers to whole school which is inclusive of all children, phases and years.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and children with courtesy, consideration and respect.
- For staff to have a high standard of child expectation in all aspects of work.
- For staff to try to raise the levels of children's self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of children.
- To provide an attractive learning environment and quality resources.
- To track child progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy learning atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Our purpose is:-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good learning behaviours
- to provide a consistent approach in responding to unacceptable behaviour choices
- to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Children need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour.

Teacher's need to recognize that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

Assertive Mentoring

'Attitude' is carefully tracked for parents on our formal written report and is discussed at parents evening. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Blue - Outstanding, Green - Good, Yellow - Requires Improvement and Red - Inadequate. Targets and support are agreed where necessary.

School rules work in partnership with our Community Code which embodies our school values. They have been developed to be meaningful to children, staff and parents. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect all stakeholders from injury, to care for equipment and to maintain a hygienic, healthy environment. Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

Behaviour Guidelines Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

We recognise that some children may present with trauma, special needs or difficulties within their lives, each child is to be treated individually, it must be understood that some children respond to firmer boundaries than others, it may be on occasion that a firmer voice is needed.

No child should ever be 'sent to the principal' as a sanction, as there is no guarantee that the child will arrive or that the principal will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the principal should be sent for. If unavailable, the vice principal or most senior staff member available should be called.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The principal should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the principal or appropriate staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

Reported Behaviours from Home

Whilst we are happy to support, offer advice and help develop strategies to help behaviours at home, we will not put consequences in place at school for home behaviour.

Movement in and around School

Everyone should walk on the left at all times.

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Behaviour expectations of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc., should be thanked, praised or rewarded with a 'Smiley'.

Movement around School - Suggested Procedures for Large Groups

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce 'Our Line up Code'.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank/reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of personal space. In due course this should lead to sensible self-disciplined movement around school as the children mature.
- Everybody in school should walk on the LEFT.

Movement around School - Suggested Procedures for Individual Children

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.

- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.
- Playtime Supervision

There may be times that children have unregulated emotions, during these times they will be supported by adults during sensory walks or movement breaks.

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

Staff on duty should be present on the playground by 8:30am, when children are asked to arrive, and again after school to see them safely off the premises. One should be present on the playground as children are released; the other should help ensure the building is quickly vacated before joining his/her colleague. No hot drinks should be taken onto the playground.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per playground area maximises levels of visual supervision.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff will send children inside a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a Dojo.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that departments are never left unsupervised.

Playground procedures (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, teachers should supervise their own children in the corridor or putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised unless they are:

- Class Ambassadors – wearing badge
- Prefects

- Eco Team – wearing badge/high visibility jacket
- Play Buddies – high visibility jacket
- Young Interpreters – wearing badge
- Sports Crew – wearing badge
- Requesting to see a member of the Wellbeing Team

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency, (refer to Lunch time/Playtime Sanctions).

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training. (Refer to first aid rota)

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Behaviour Guidelines Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Individual rewards will also include post cards home, certificates and notelets.

Rewards General

- Favourable comments can and should be entered on pieces of learning, (see Marking Policy).
- Written School Reports should comment favourably on good learning, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.
- Children's learning can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).
- A visit to the Principal for commendations.
- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.).
- Lunchtime club pass can be awarded.
- Opportunities for giving children greater responsibility in school should be fostered e.g. Play buddies, Monitors etc.

Above all, praise and encouragement in and out of lessons should be used as much as possible.

Whole School Reward System: Class Dojo

- As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good learning behaviour, effort and manners based on the collection of Dojo Points.

When awarding Dojos the member of staff should reinforce the good behaviour e.g. 'You can have a Dojo for waiting so patiently'.

'Dojos' can be awarded by any staff member to any child at any time. All staff should carry reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

Certificates are awarded at the end of every term for the most Dojos received in each class. Parents are invited to this assembly and a letter from school is sent home to acknowledge this achievement.

Positive Behaviour Reward Shop

Children can receive rewards from the Positive Behaviour Reward Shop which is based outside of the Wellbeing Office. Children gain a reward and a certificate for Dojo points they receive. Once the children have received the amount of Dojo points for a reward they are to be sent by the class teacher to the Wellbeing Office.

100 Dojos = Bronze Award

250 Dojos = Silver Award

350 Dojos = Gold Award

500 Dojos = Platinum

Behaviour Guidelines Sanctions

In the use of sanctions, children learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

Note: See also our policy on the 'Use of Force'.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.

- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, the wellbeing team, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the action and never the child i.e. 'that was not the right choice to be making because...' and not 'You are a silly boy'.

Sanctions Procedure

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. Depending on the nature of the offence this may include immediate, permanent exclusion. **See Classifications of Behaviour 21-22.**

Bullying and Racism

The government states: 'every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. Each of us involved in education has a role in creating a culture in schools where bullying is not tolerated.'

- If a child reports an incident to you, it is your responsibility to deal with the issue initially. It is important that you deal with the situation calmly and that you reassure the child that the incident will be resolved. It is essential that you document the allegation in detail (in your class log book) and inform the Principal as a matter of urgency. If the Principal is unavailable please report directly to the Wellbeing Team.
- If a parent reports an incident of bullying, it is important that the complaint is dealt with as soon as possible. Please make detailed notes in your class log book and advise the parent that the Principal/Wellbeing Team will keep them updated of any possible outcomes as soon as possible.
- It is important that the parents of both the victim and the perpetrator are informed about what has happened, this will be communicated by the Principal (or delegated to the Wellbeing Team). In most cases, parents will be invited in to discuss the matter with the Principal.
- You will be informed of the outcomes of an investigation and this feedback should be added to your class logbook.
- The detailed documentation of any allegation is essential as this forms the basis of the information that the Principal will use to investigate the incident and helps the process of completing the statutory documentation.
- Exactly the same process must be followed for any reported incidents involving Racism.

Beanfield Primary School – Bullying/Racist Incident Form	
Date	Date Form Completed

Location					
Name of Victim			Name of Perpetrators		
Year	Class	Gender	Year	Class	Gender
Ethnicity		Faith	Ethnicity		Faith
Nature of Incident					
Names of Witnesses					
Action Taken by School – Victim					
Feedback from Parent/Carer					
Action Taken by School – Perpetrator					
Feedback from Parent/Carer					

Good Practice

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

- Create an interesting, stimulating and attractive classroom environment.
- Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
- Make sure the children know what they are doing and that their work is matched to their ability.
- Be aware of what is going on around you.
- Do not be static.
- Do not let children queue.
- Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently

- Praise the behaviour rather than the child

We do have a choice in how we behave, we can either give children a negative experience by using sarcasm, and ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

Humiliate	-	it breeds resentment
Shout	-	it diminishes you
Over react	-	the problem will grow
Use blanket punishment	-	the innocent will resent you
Over punish	-	never punish what you cannot prove

Recording Behaviour - Staff

All behaviour is recorded on Pupil Asset it is essential to document any issues between children during school time or any feedback from parents that children are reporting issues at home or having problems out of school

Please be aware that it is important to keep your Year Leader, Key Stage Leader, Well Being Team and the Principal informed of any issues or anxieties you have regarding child or parent conduct.

DO NOT WORRY ABOUT POOR BEHAVIOUR - SHARE YOUR SPECIFIC CONCERNS – EMAIL BEHAVIOUR@BEANFIELDPRIMARY.ORG

It will be the one time that you do not update the Pupil Asset that the information is needed to support with conversations with parents – this is embarrassing and can be extremely problematic – Please keep the Pupil Asset up to date.

Recording Behaviour – Children

Should a serious incident occur such as a physical incident, children must complete a Behaviour Incident form. If the child is not able to write down their version then this must be scribed for them. All for must have the child's full name on. Once the child has completed the form this must be read by an adult before being handed to a member of SLT to ensure the account is legible.

The forms must be handed to the correct person in relation to the incident – please see the classification of behaviours information.

All forms must be handed to a person, please do not leave them on desks.

Reflection Room

If a child is sent in to Reflection room from the playground at break or lunch time the person on duty will log it directly onto Pupil Asset – please monitor the frequency of children in your class being sent in at break times as there may well be a pattern developing or systematic bullying taking place – if the same children are involved.

Reflection Monitoring by SLT

Data will be collated by the Wellbeing Team weekly to ascertain any patterns; any noted patterns will be addressed with class teacher and the AP for that phase.

When a child reaches three occasions in reflection the AP will talk to the child, talk to the teacher and contact parents. This child will then be monitored by both the class teacher and the AP. Should there be any further occasions in reflection behaviour@ will be emailed. From here a member of SLT will speak to parents and the child. Consideration will be given to structured breaks, a behaviour plan, a behaviour chart or anything else deemed suitable for the child.

AP's will monitor the reflection room records on their day out of class each week and proceed accordingly.

Monitoring Behaviour Yellow Behaviour

Low level disruption is monitored weekly by the behaviour manager and two weekly by SLT. It is the responsibility of the class teacher to also monitor behaviour and liaise with others in school and parents. The following structure below is in place to monitor low level disruption:

- 3 yellow step 1s and above - Discussions with year group lead/phase leader and child
- 3 yellows step 2 and above - class teacher to contact parent
- 2 further yellow step 2s and above - Phase leaders to contact parents

Behaviour assemblies for those children who go down to yellow on the behaviour classifications will be held two weekly by SLT.

Partner Behaviour Classes

Child's Class	Class to go to
1A	1B
1B	1C
1C	1A
2A	2B
2B	2C
2C	2A
3A	4A
3B	4B
3C	4C
4A	5A
4B	5B
4C	5C
5A	6A
5B	6C
5C	6B/A
6A	2C
6B	2C
6C	2B
6D	2B

Should a child in your class need to visit another class due to behavior the structure is above.

School Rules

School rules work in partnership with our Community Code which embodies our school values. They have been developed to be meaningful to children, staff and parents. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect all stakeholders from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent. **Our Community Code is:**

FREEDOM – think as I want		
<p>Pupils</p> <ul style="list-style-type: none"> • I will talk about how I want to learn. • I will give my opinions in a positive way • I will take the opportunity to learn from others • I have the right to share my worries and concerns • I have the freedom to make the right choices 	<p>Staff</p> <ul style="list-style-type: none"> • I will talk about how I want to develop my career. • I will give my opinions in a positive way • I will take the opportunity to learn from all colleagues • I have the right to share my worries and concerns • I will have the courage to take risk 	<p>Parents</p> <ul style="list-style-type: none"> • I will talk about how I can support my child’s learning • I will give my opinions in a positive way • I will participate in discussions about my child’s learning • I have the right to share my worries and concerns • I have the courage to ask how to support my child best
RESPECT – earned not given		
<p>Pupils</p> <ul style="list-style-type: none"> • I will look after myself and my belongings • I will treat people the way I want to be treated 	<p>Staff</p> <ul style="list-style-type: none"> • I will look after myself and my personal well-being • I will I will treat people the way I want to be treated 	<p>Parents</p> <ul style="list-style-type: none"> • I will support my child’s well-being • I will treat people the way I want to be treated

<ul style="list-style-type: none"> • I will look after my school and everything in it • I will speak in an appropriate and positive way • I will respect other's right to listen, learn and be heard 	<ul style="list-style-type: none"> • I will look after learning environments and resources • I will communicate in an appropriate and positive way • I will respect all stakeholders 	<ul style="list-style-type: none"> • I will actively promote the school in and its vision • I will speak in an appropriate and positive way • I will respect all members of the school community
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RESPONSIBILITY – take charge

<p>Pupils</p> <ul style="list-style-type: none"> • I will inspire myself and others to be successful learners • I will be positive towards my learning in and out of school • I will take charge of what I need to have a successful day • I will be honest and take responsibility for my actions • I will champion the school's community code 	<p>Staff</p> <ul style="list-style-type: none"> • I will inspire myself and others to engage pro-actively • I will have a positive growth mindset • I will take charge of what I need for an effective day • I will be honest and take responsibility for my actions • I will champion the school's community cod 	<p>Parents</p> <ul style="list-style-type: none"> • I will inspire my child to be a successful learner • I will be positive about learning in and out of school • I will support my child to be prepared for each school day • I will take responsibility for mine and my child's actions • I will champion the school's community code
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TOLERANCE – accept each other

<p>Pupils</p> <ul style="list-style-type: none"> • I will value everyone's differences • I will accept that other's views may be different to mine • I will be a resilient learner • I will respect the cultural differences without judgment • I have the right to be me 	<p>Staff</p> <ul style="list-style-type: none"> • I will value everyone's differences • I will accept that other's views may be different to mine • I will be resilient • I will respect the cultural differences without judgment • I have the right to be valued and appreciated 	<p>Parents</p> <ul style="list-style-type: none"> • I will value everyone's differences • I will accept that other's views may be different to mine • I will be a resilient parent • I will respect the cultural differences without judgment • I have the right to be valued and appreciated
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PRIDE – do great, feel great

<p>Pupils</p> <ul style="list-style-type: none"> • I will take pride in my work and my learning 	<p>Staff</p> <ul style="list-style-type: none"> • I will take pride in my work and have high expectations 	<p>Parents</p> <ul style="list-style-type: none"> • I will encourage my child to take pride in their learning
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<ul style="list-style-type: none"> • I will celebrate the success of myself and others • I will make sure my uniform is smart and clean • I will always try my best • I will be a proud member of Beanfield Primary School 	<ul style="list-style-type: none"> • I will celebrate the success of myself and others • I will aim for excellence and commit to our vision • I will aim for outstanding and commit to my development • I will be a proud member of Beanfield Primary School 	<ul style="list-style-type: none"> • I will celebrate the success of my child and their peers • I will make sure my child is smart and well presented • I will always nurture my child to be their best • I will be a proud member of Beanfield Primary School
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2. Our Listening Code

When I am asked for my attention I:

Stop what I am doing

Empty hands/show me five

Look at the teacher

Keep quiet and still

Listen to instructions

3. Our Line up Code

When I am asked to line up I:

Walk to the end of the line

Leave a person space

my hands and my feet to myself

Keep quiet and still

Listen to instructions

We have specific rules being enforced on the grounds of health, welfare and safety

Food and drink

Children may bring fruit from home to eat at morning play. Key Stage 1 children may also obtain fruit at break time through the National Fruit Scheme. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

Reasons: Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, high additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health. Drinks were frequently spilled and bottles smashed, spoiling other packed lunches and presenting an unacceptable risk of cuts and food contamination.

Children have regular access to water and water bottles can be purchased in house colours from the school office

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the

removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE.

Reasons: Rings, necklaces, bracelets etc. can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

PE Kit

- Appropriate clothing must be worn for all PE activity
- Indoors:- bare feet/plimsolls, shorts, Tee shirt, hair tied up
- Outdoors: - plimsolls or trainers, shorts, Tee shirt, (Tracksuit in certain conditions), hair tied up.
- See PE Kit Letter to be sent home

School Clothing

The school has a designated school uniform. Parents are asked to dress their children in school uniform ensuring they are clean, tidy and appropriately prepared for the weather of the day. Only flat, black shoes should be worn.

It is understood that some children due to their SEN/intimate care and/or sensory needs school clothing may differ. In this case this will have already been discussed with a member or SLT.

Reasons: School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.

Reasons: Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

Mobile Phones

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the headteacher.

Parents who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis.

If children bring a mobile phone to school it must be handed in to the class teacher upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

Reasons: During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

Behaviour Tools, Practices, Communication and Recordings

What do we have in place?	How does it work? What does it look like?
Behaviour Management Plan	A BMP is planning for successful behaviour in the classroom and around school, the plans break down behaviours and supports how to make positive changes. These must be shared with the child and the parent.
Yellow Behaviour Monitoring	Assemblies will address yellow behaviour with the children. A Yellow behaviour parent communication structure to address low level behaviour with parents Monitoring of Yellow behaviour by SLT.
Red Cards	All classes have 2 red cards each. Red cards are needed for when you need help! Send a sensible child to the nearest member of staff with your red card. The nearest staff member then escalates i.e. get a member of team teach/SLT.
Behaviour Logs on Pupil Asset	All behaviour is to be recorded promptly on Pupil Asset.
Behaviour Email Address	All chronologies, BMPs, queries, concerns should be communicated to behaviour@beanfieldprimary.org
Reflection Room	If a child is sent in to Reflection room from the playground at break or lunch time the class teacher will receive a slip which should be kept in the class log book – please monitor the frequency of children in your class being sent in at break times as there may well be a pattern developing or systematic bullying taking place – if the same children are involved. Regular monitoring will be done by the Wellbeing Team and fed back to teachers/parents. Reminder: all physical incidents would mean that children are kept in for a minimum of two days and one day for inappropriate language/behaviour. Behaviour@ must be emailed and parents informed.
Classification of Behaviours	Each classroom will have the classification table up next to their behaviour system.
Communicating with Parents	All parents must be communicated with-good communication builds relationships, if staff are unsure whether to communicate or not or need help/advice email behaviour@
Expectation of Class Teachers and Behaviour	Expected to deal with: Children calling each other names/petty squabbles/friendship issues on the playground/initial parent concerns Not expected to deal with: Racism, bullying allegations, physical behaviours on the playground, refusal to come in from the playground or moving from one place to another.
Verbal De-escalation	Verbal De-Escalation is a targeted intervention for use with children who are at risk for aggression. It involves using calm language, along with other communication techniques, to diffuse, re-direct, or de-escalate a conflict situation.

Individual Home-School Books	Home school books allow the child to know that both school and parents are in communication with each other. All information must be factual and accurate. The home school book and behaviour log/chronology MUST match.
Behaviour Charts	Behaviour charts are used to quash low level behaviour in the class room. All children on a behaviour chart must come down to the Wellbeing Office at break or lunchtime daily. Behaviour charts must be shared with parents and a copy must be taken each week and kept in the child's behaviour log. Examples of behaviour charts can be received by emailing behaviour@
Behaviour Letters to Parents/Carers (posted)	A behaviour letter to parents/carers is sent informing the parent that behaviour is not acceptable and the child is at risk of exclusion and will be placed on report.
Report Cards	A report card is a red card that the child must carry round with them at all times, each lesson they will have this signed, it MUST be signed by a member of SLT each day and also by parents at home each night.
Team Teach	A variety of staff are trained in Team Teach across the school. Only as a last resort should a child be put in a restraint. Team Teach should only be carried out by trained members of staff.
One Page Profiles	Children will have a one page profile should their needs indicate so. A one page profile informs staff about behaviours, working conditions, health needs, interactions, how they communicate and attention.

Beanfield Primary School



Behaviour Management Plan

PLANNING FOR SUCCESSFUL BEHAVIOUR

Name of Pupil: _____	Teacher: _____	Year: _____
Date : _____		

Behaviour Targets:	
Causes of inappropriate/disruptive behaviour	Preventative and management strategies:
Stepped consequences:	Stepped recognition/rewards:

Review date: _____

DATE

Dear INSERT PARENT/CARER NAME

I am writing to you today regarding your child's behaviour in school.

Over the last couple of weeks, NAME has displayed various negative behaviour choices such as:
INSERT BEHAVIOURS

This has resulted in NAME, receiving the following consequences in school. ADVISE OF
CONSEQUENCES ALREADY IN PLACE/ALREADY RECEIVED. NAME has received various behaviour
interventions such as, ADVISE OF INTERVENTIONS ALREADY IN PLACE.

Unfortunately, as a result of NAME's behaviour and HIS/HER choices, HIS/HER education and the
education of others is being significantly impacted, and they are not making the sufficient progress
that a child their age should be.

The safety and wellbeing of all the children in our school is paramount and therefore, we cannot
condone any acts of inappropriate behaviour. After due consideration, and in consultation with the
class teacher, the decision has been taken to put further consequences in place. This will mean that
NAME will be put on report which will be monitored daily by their teacher, a member of our Senior
Leadership Team and you. NAME will continue to have structured support and interventions during
this time.

It has also been discussed with NAME that further behaviours (of this kind) may result in an internal
exclusion in school, in line with our behaviour policy or a fixed term exclusion from school. We hope
that with appropriate action in school along with your support, NAME will be able to improve his
behaviour and strive to meet the educational progress that he needs to make in order to have a
successful and positive time at school. NAME will be monitored for 5 days – alongside his report card
– and if behaviours do not improve, then you will be invited in for a meeting to discuss further actions.

If you have any concerns regarding this letter or would like to arrange a meeting, then please don't
hesitate to contact me here at the school. Thank you for your support in this matter.

Yours sincerely

Mrs S. Fleming
Behaviour Manager



Beanfield Primary School Report Card

Name: Class: Date:

	8.55-10.20	Break	10.40-12.15	Lunch	1.10-2.00	2.00-3.20	SLT sign & comment	Parent/Guardian sign & comment
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

This card must be given to your teacher to be completed at the end of the lesson.

- ☺ very good
- ☹ satisfactory
- ⊗ unsatisfactory

Targets:

Appendix 5

TEAM TEACH STAFF

SARAH FLEMING – WELLBEING

DEBBIE SMITH – Y6/WELLBEING

TRACY LOAKES – Y6

DANIELLE RUSSELL – UNIT

NICOLA DORKS – UNIT

CHARLIE SMITH - UNIT

ANNMARIE YOUNG – UNIT

EMMA MEREDITH – UNIT

TRICA MARTIN -UNIT

HELEN CROSS – NURSERY

DONNA COUSIN – Y1/UNIT

CALLUM REILLY – WELLBEING

KIRSTIE MARTIN – UNIT

LOIS GRAY – UNIT

RACHEL RIGBY – UNIT

PLEASE NOTE: The staff in red are very experienced in Team Teach and should be called for in the first instance.

Behaviour Checklist

Name _____ Class _____ Date _____

Have the following been tried?

Action/Strategy	Is it Successful?	Comments
Exit Card		
Home/School Book		
Mentoring (one – one)		
Desk on child's own		
Work station		
Behaviour Chart		
Timer		
Fiddle Toy		
Educational Psychologist Referral		
Structured Break		
Structured Lunch		
Met at the office in the morning		
Met at the office at home time		
Feelings Diary		
Boxall Profile Completed		
Part Time Timetable		
Referral to SEMH Panel		
Forest School		
Parent meetings held		
EHA Open		
Behaviour Management Plan		
Behaviour Chronology in place		
Community Paeds Referral		
Worry Monster Given		
Mentoring tools on child's desk		



Behaviour Incident Record



Your Name:

Date of Incident

Time of Incident

Where did the incident occur?

Were there any other witnesses?

What caused the incident?

What was your part in the incident?

Was anyone physical towards another person? If so, who was physical and what did you see?

Please write down your account of the incident:

Signed _____ Date _____ Time _____



Actions taken from Behaviour Incidents-Consequences Given

Action Taken By:
Relation to Incident Involving (name children)
Action/consequence for (name child)
Action/consequence for (name child)
Action/consequence for (name child)
Action/consequence for (name child)
Action/consequence for (name child)
Action/consequence for (name child)



BEANFIELD PRIMARY SCHOOL www.beanfieldprimary.org

Farmstead Road, Corby, Northants, NN18 0LJ
Telephone: 01536 262000
E: admin@beanfieldprimary.org

Executive Principal: Mr L Smith
Associate Principal: Mrs S Eathorne

*Believe Engage **Aspire** Nurture your child's **FIELD** of dreams*

DATE

Dear **INSERT PARENT/CARER NAME**

I am writing to you today regarding your child's behaviour in school.

Over the last couple of weeks, **NAME** has displayed various negative behaviour choices such as: **INSERT BEHAVIOURS**

This has resulted in **NAME**, receiving the following consequences in school. **ADVISE OF CONSEQUENCES ALREADY IN PLACE/ALREADY RECEIVED**. **NAME** has received various behaviour interventions such as, **ADVISE OF INTERVENTIONS ALREADY IN PLACE**.

Unfortunately, as a result of **NAME**'s behaviour and **HIS/HER** choices, **HIS/HER** education and the education of others is being significantly impacted, and they are not making the sufficient progress that a child their age should be.

The safety and wellbeing of all the children in our school is paramount and therefore, we cannot condone any acts of inappropriate behaviour. After due consideration, and in consultation with the class teacher, the decision has been taken to put further consequences in place. This will mean that **NAME** will be put on report which will be monitored daily by their teacher, a member of our senior leadership team and you. **NAME** will continue to have structure support and interventions during this time.

It has also been discussed with **NAME** that further behaviours (of this kind) may result in an internal exclusion in school, in line with our behaviour policy or a fixed term exclusion from school. We hope that with appropriate action in school along with your support, **NAME** will be able to improve his behaviour and strive to meet the educational progress that he needs to make in order to have a successful and positive time at school. **NAME** will be monitored for 5 days – alongside his report card – and if behaviours do not improve, then you will be invited in for a meeting to discuss further actions.

If you have any concerns regarding this letter or would like to arrange a meeting, then please don't hesitate to contact me here at the school. Thank you for your support in this matter.

Yours sincerely

Mrs S. Fleming
Wellbeing Manager

PE Kit Letter to Parents

DATE

Dear Parents/Carers

Re: PE kit

At Beanfield Primary School we know how important it is for teachers and parents to work together to give your child the best start.

As you will know, children participate in 2 PE lessons per week. Your child's PE lessons are on a _____ and a _____.

We have noticed that your child has not participated in a number of PE lessons recently because of a lack of PE kit.

Participating in PE lessons is important for your child as it is an opportunity for them to develop their agility, balance and co-ordination skills. As well as this they learn how to work with and support others as part of a team and experience competition in a structured and supportive way.

Please ensure that your child has a suitable PE kit consisting of shorts, T-shirt and either trainers or plimsolls (tracksuit trousers and jumper are suitable for outdoor PE in colder weather) in school for their PE lessons each week.

If you wish to discuss this further with me please contact the school to make an appointment.

Yours sincerely,

Mr Rosser



Classifications of Behaviour 2021-2022

Classification of behaviours

Behaviours and Sanctions Classification	
Step 1	Sanction – Class Teacher
<ul style="list-style-type: none">• Day dreaming.• Looking around.• Talking.• Unfocused.• Fiddling with equipment.• Swinging on chair.	<p>Non-Verbal</p> <ul style="list-style-type: none">• A look, standing near the child, pointing to class rules. <p>Verbal Request</p> <ul style="list-style-type: none">• Name' your (describe action) please can you (desired behaviour). Praise a child/ren with desired behaviour. <p>Consequence</p> <ul style="list-style-type: none">• 5 minutes in reflection if behaviour is not corrected immediately.• Recorded on Pupil Asset

Behaviours and Sanctions Classification

Step 2	Sanction – Class Teacher
<ul style="list-style-type: none"> • Repeated Step 1 behaviour. • Rudeness to staff. • Throwing small equipment. • Continual talking. • Refusal to follow instructions. • Calling out. • Arguing with peers. • Any other significant disruption to the learning of others. 	<p>Verbal Warning</p> <ul style="list-style-type: none"> • (Name) you have continued to (describe action). <p>Consequence</p> <ul style="list-style-type: none"> • You now have to move your name down the chart and you will have 10 minutes in Reflection. <p>Action</p> <ul style="list-style-type: none"> • Recorded on Pupil Asset. • Parents to be informed at the end of the day verbally if collecting, via telephone if not.

Behaviours and Sanctions Classification

Step 3	Sanction – Class teacher
<ul style="list-style-type: none"> • Repeated Step 2 behaviours not following staff instructions. • Play Fighting. • Rough Play. • Physical behaviours not intended to be malicious however acting out of silliness or to intentionally annoy another. • Spitting not at anyone. 	<p>Verbal Warning</p> <ul style="list-style-type: none"> • 'Name' you have continued to (action), you now need to think about making the right choice (desired behaviour) in time out for 20 minutes (partner class). <p>Consequence</p> <ul style="list-style-type: none"> • Move away from others (to partner class). • Reflection room for break time or lunch time. <p>Action</p> <ul style="list-style-type: none"> • Record on Pupil Asset. • Parents to be informed at the end of the day verbally if collecting, via telephone if not. • VP/AP to be called to talk to the child. • Implementation of behaviour plan considered - Pupil Asset review

Behaviours and Sanctions Classification	
Step 4	Sanction – Phase Leader
<ul style="list-style-type: none"> • Prolonged/systematic repetition of Step 2 behaviour • Using bad language/homophobic/racial language– not directed at any individual. • Refusal to come in from play/lunch time. • Leaving classroom without permission. • Stealing from other children/classroom 	<p>Verbal Warning Verbal de-escalation techniques to be used. You need to make the right choice. 'Name' you need to make the right choice, or we will need to ask for other adults to help. Red Card to be used.</p> <p>Consequence</p> <ul style="list-style-type: none"> • 1 + full day in Reflection (break and lunch). • Meeting with VP. <p>Action</p> <ul style="list-style-type: none"> • SLT/Wellbeing Team/Team Teach/P Leader called for/Parents contacted & meeting with VP responsible. • Email behaviour@. • Record in behaviour log and review log with VP • Behaviour chronology compiled and reviewed. • Behaviour chart considered. • Implementation of behaviour plan considered. • Implementation of report card considered.

Behaviours and Sanctions Classification	
Step 5	Sanction – Vice Principal
<ul style="list-style-type: none"> • Continuation of Step 4 behaviours. • Swearing at an adult. • Stealing from adults • Intentional use of inappropriate language including racist/homophobic comments directed at a person. • Upturning furniture. • Damaging equipment or property on purpose. • Graffiti. 	<p>Consequence</p> <ul style="list-style-type: none"> • Team Teach/Wellbeing Team/SLT/Phase Leader called for using Red Card. • Sent directly to HT. • Reflection/isolation for up to 7 days. • Internal exclusion. • Fixed period exclusion 1 – 10 days. • Fixed period exclusion lunchtimes. <p>Action</p> <ul style="list-style-type: none"> • Phone call home and recorded on Pupil Asset. • HT meeting with parents/ carers. • Report card implemented. • Follow-up letter sent to parents. • Record behaviour-email behaviour@. • Behaviour chronology compiled and reviewed. • Consideration of Behaviour plan implemented.

Behaviours and Sanctions Classification

Step 6	Sanction – Head teacher/Behaviour Manager
<ul style="list-style-type: none"> • Continuation of Step 4 and 5 behaviours. • Intentional Physical violence towards staff/child. • Leaving the school grounds. • Climbing on school property endangering self or others. • Bullying other children. • Intentionally Spitting 	<p>Consequence</p> <ul style="list-style-type: none"> • SLT/Wellbeing Team/Team Teach/P Leader called for/Red Card to be used. • Incident forms sent directly to Sam Eathorne, Sarah Fleming. <p>Actions</p> <ul style="list-style-type: none"> • Fixed term exclusion. • Permanent exclusion. • Lunchtime/break exclusion. • HT Meeting with parents/ carers. • Report card implemented. • Follow-up letter sent to parents. • Behaviour chronology compiled and reviewed. • Consideration of behaviour plan implemented.