

**Beanfield Primary School
Behaviour Strategy**

September 2022

Beanfield Primary Behaviour Strategy

Rationale

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to adopt a culture and teach children to choose responsible behaviour and, in doing so, to raise their self-esteem and promote their achievement.

The purpose of this strategy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that inappropriate behaviour is minimised and effective learning can take place.

Aims

- encourage responsible behaviour and raise children's self-esteem
- provide a framework, which allows us to clarify the behaviours we expect from children and what they can expect in return
- encourage the children to have a sense of pride and ownership in their school
- promote a view of community and personal accountability which will equip the child well for the responsibilities of adult citizenship
- prevent bullying, racism and anti-social behaviour.

Guidelines

1. Our Behaviour strategy is designed to recognise, promote and celebrate the fact that most children behave appropriately and make good choices most of the time.
2. We work closely with parents to support our Behaviour Strategy and we will share it as fully as possible with them.
3. Behaviour is learned, just as Maths and English are, and so opportunities to teach socially acceptable behaviour will be built into our planned curriculum.
4. Staff are involved in formulating strategy and are properly trained to implement it.
5. Our Behaviour Strategy does not refer to "punishment". Instead we operate a system of reflective discussion between adult and child where a decision is made about the consequence of actions. It allows children to make a personal decision about the type of behaviour they will choose in the full knowledge of the consequences of their choice.
6. We employ 'Solution Focused' approaches to de-escalate conflict. When physical intervention is required to ensure a safe environment staff use the appropriate techniques to secure a calm and safe outcome.
7. The behaviour lead will monitor patterns of behaviour and act accordingly.
8. Each class will have a copy of its class expectations displayed in class.
9. Staff will work closely with member of the senior leadership team to ensure that pupils at risk receive specialist support when necessary.

Three Pocket Principles

At Beanfield Primary we have three simple principles that underpin our behaviour strategy. These are –

- Be Respectful
- Be Responsible
- Be Ready to Learn

These ‘pocket principles’ are designed to be easy to understand for all children, parents and stakeholders.

The Fantastics

We also follow the principles of Fantastic walking and Fantastic Listening.

Fantastic walking is:

- facing forwards,
- single file,
- hands in front,
- walking at a steady pace,
- in a straight line,
- on the left,
- in silence,

This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other.

Fantastic Listening is:

- Face forwards, hands together
- Always sit up straight
- Never interrupt
- Track the speaker

Recognition

We will recognise acceptable behaviour in the following ways:

- with smiles
- with words
- with class dojos
- with stickers
- with postcards & notes home
- with prizes for achievement and effort

The staff at Beanfield Primary School make the following commitments to their pupils:

- We will aim to give more positive comments to negative ones
- We will adopt a warm strict approach to behaviour management
- We will try to catch children doing the right thing and show our approval promptly.
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self esteem find it hard to accept ‘inflated praise’ and adapt our approach to accommodate this)

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Date of current strategy: September 2022

Date of Next Review: September 2023

Appendix 1

Reward systems and consequences

Dojo Points

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 BWT 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 22-23 in staff handbook.**

Uniform breaches

Staff will closely monitor pupils to make sure they are in correct uniform. We will give any pupils and families breaching the uniform policy the opportunity to comply, If there is an ongoing breach of the policy, the following steps will take place:

1. Dojo message to be sent to parent” We have noticed your child has not been wearing the correct uniform. A reminder the correct uniform is..... If you have any questions or concerns, please get in contact.” This will be monitored for 2 weeks.
2. If the breach continues, a phone call will be made to parents by the class teacher. This will then be monitored for another 2 weeks.
3. If the breach continues, a member of the senior leadership team will be in contact with the parents to discuss the matter further.

These conversations need to take place with the parent/carer and not directly with the child.

In cases where it is suspected that financial hardship has resulted in a pupil not complying with this uniform policy, staff will take a mindful and considerate approach to resolving the situation.

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 senior leaders for that phase. Ongoing concerns about an individual’s behaviour will be address by a member of SLT who 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. The behaviour lead will monitor all behaviour incidents and trends. This will be addressed accordingly.

Appendix 2

Logging incidents

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 forms 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.