

**BEAUFONT FIRST SCHOOL,
NURSERY AND BEFORE AND AFTER SCHOOL CLUB**

NURTURING HAPPINESS, ACHIEVEMENT AND RESPECT

BEHAVIOUR POLICY

Version	Date	Description	Author	Date approved by gobs	Date for review - 2 yearly/ 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; 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
3.1	25.1.18	Review Pupil Behaviour Policy v.2.1 Reflect "good to be green" behaviour strategy. Reflect "golden ticket" scheme. Reflect "Use of reasonable force" Reflect "Rights respecting school" Include "Equality impact assessment"	Staff, LG re reasonable force.		
3.2	9.2.18	Changes to "Good to be green"	Whole staff.		
4.1	22.02.21	Sent out to governors for review	ED, Gobs/ Jemma Rogers.		Feb 2023
4.2	25.2.21	Discussed in staff meeting and slight amends made.	ED Whole staff.		
4.3	25.1.23	Discussed in staff meeting and slight amends made.	JH GB ET		
4.4	15.3.23	Staff amended and agreed	JH GB ED		March 2025

‘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:

- 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 behaviour, achievement and to have high expectations.
- Encourage respect for others and an understanding of how their actions affect others’ feelings.
- Encourage respect for individuality and tolerance for 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-regulation and resilience.
- Explicitly link high expectations for the completion of high quality work and effort in and outside of 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.
- Instill a belief that each individual can make a difference to the wider community.

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.

- 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.
- 2.7 At Beaufront First School, we have 5 simple school rules. Most good or poor behaviour can be explained via these rules.
The Rules are ;

- We are always kind to each other.**
- We respect others.**
- We take responsibility for ourselves.**
- We try our hardest.**
- We always listen.**

By keeping the rules simple, we expect that even the youngest children will be able to verbalise these rules and will have a clear framework for good behaviour that they can understand and will be able to discuss with an adult and with their peers.

2.8 Emotional Self -regulation.

Furthermore during PSHE and RHE lessons and everyday discussions with individuals, we seek to provide the children with age appropriate vocabulary to explain and explicitly discuss their own behaviour and how it impacts their learning. This is then followed up with discussions around strategies that the children can use to improve their behaviour.

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), book buddies or digital leaders..
- 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 Celebration 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 during school hours 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 staff are committed to educating all children about bullying (including cyberbullying) and how to prevent it. Please refer to the Anti-Bullying Policy and the Online Safety 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.)

Each class has an age-appropriate system for pupils to recognise and regulate their behaviour, with variations for individual children with additional needs. This is part of our inclusive ethos.

In EYFS this is a reflective system related to the zones of regulation. Children are guided to move their photos across the zones depending on their feelings and behaviour. The children are taught that all feelings are valid, but that these feelings must not lead to unkind or undesirable behaviour. Verbal reinforcement of positive behaviour is given, accompanied by stickers and/ or a selection of special toys to choose from at the end of each day.

In KS1 this is based on a “good to be green” board, which also uses the language of self-regulation. The children’s names stay on the green board as long as they follow the classroom rules (We are kind to each other; we try our hardest; we respect others; we take responsibility for ourselves; we always listen.) The children are taught that all feelings are valid, but that these feelings must not lead to unkind or undesirable behaviour. Verbal reinforcement of positive behaviour is given through rewards such as verbal praise; stickers; and other privileges at the discretion of the class teacher.

In KS2 ‘Class Dojo’ is used, an online reward system where children collect points for good work and behaviour. The language of self-regulation, and the accompanying zones, are also used. Children are praised for their positive behaviours and outstanding behaviours are rewarded in our celebration assembly. If there is an incidence of undesirable behaviour, children are given a verbal warning.

If this escalates and the behaviour is not corrected or continues then children are given a second warning stating that their specific behaviour is unacceptable. Should this not rectify the negative actions, children are asked to have a restorative conversation with their responsible adult. This allows the child to explain any reasons and understand their behaviour and with staff, collectively decide on a mutually agreed solution so the behaviour can be rectified.

4.2 Golden tickets

Golden tickets are awarded by staff for excellent work or behaviour – linked to the success criteria of any given lesson. Children can earn an unlimited amount of golden tickets. The tickets are put into a class container. In the weekly celebration assembly, a prize draw occurs for each class and prizes are awarded.

4.3 Other rewards may include:

- Giving stickers
- Class 2 - reward dojos
- Sending pupils to other staff for additional praise.
- Awarding merit certificates in assemblies.
- Sending a note home to parents to inform the parent of their child's achievements.
- Class celebrations of children's work and efforts.

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 having had their wrong choices explained to them, sanctions will be applied. See below. 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 **Good to be green (KS1)**

When a child exhibits behaviour which is against any of the 5 school rules, this will be explicitly pointed out to them, using the language of the zones of regulation.

First stage:

The first stage of this system is the "stop and think" card which will be shown to the child in question by the teacher holding up the card or placing the card on the desk in front of the child.

This will be done without disturbing class teaching.

If the child responds well, no further action will need to be taken except for a brief conversation with the class teacher at the next break in teaching to discuss “why” the stop and think card was needed and to allow the child to verbalize their feelings about their behaviour using some of the vocabulary of emotional self- regulation.

Second Stage:

If the child continues with the unacceptable behaviour, they may be asked to move their name to the “first yellow” board.

A discussion will be held again, so that the child understands their wrong choice and how to improve in the future.

Third Stage:

On extremely rare occasions it will be explained to a child that their behaviour has placed them in the ‘red zone’.

“Red” signifies that the child has repeatedly chosen to make the wrong choices regarding their behaviour and they must receive a consequence for these wrong choices. Further discussion of their feelings, and the correct way to express them, will be undertaken.

The child may then need to miss some of their playtime in order to further reflect on their feelings and behaviour with the head teacher or to a member of staff.

If a child has wilfully used physical violence against another person or if in a teacher’s professional judgement a child used significant verbal abuse causing serious distress to another person, the child will be removed from the situation. The child’s parents would be informed at this point.

If a child’s behaviour continues to be a concern, other professionals may be consulted to support the child, the school and the child’s family.

Fresh start:

In EYFS the children’s photos are placed in a space near to the zones of regulation board and the children move their photo to match their feelings as they come in in the morning.

In KS1 all the names are replaced on the green board at the start of the school day.

In KS2 each teaching session is regarded as a fresh start and once positive behaviour resumes then appropriate praise is given.

Follow up:

Further actions may also be necessary to help the child to understand how their choices need to change.

For example:

- Staying alongside a member of staff in the playground rather than having 'free' play time and using the time to reflect on their behaviour with the member of staff and how to avoid repeating it.
- Writing an apology or preparing to give a sincere verbal apology. This will include making sure the pupil understands the impact of the choices they have made regarding their behaviour.
- Relocation within the class.
- A staff member may seek the support of another member of staff to help a child to self-regulate their behaviour. This is done in a positive manner.
- Effective home/school communication, such as through a shared log of behaviour, may also be used to promote and support positive behaviour and well-being.
- 'Reflection time', always supervised by an adult, may be offered in class or in another area of 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 fairly and consistently
- be given as soon as possible after the event
- be relevant and meaningful to the particular child

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 the 'Emotional Wellbeing and Behaviour Support Service', which forms part of the High Incidence Needs Team at Northumberland County Council.
- 6.4 In only the most severe cases and after all other avenues have been explored, some form of 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 fulfill their role.

7. Reasonable use of Force. (referred to as "Safe Touch" at Beaufront First School - see 'Safe Touch Policy')

- 7.1 Positive handling is the positive application of force with the intention of protecting pupils.
- 7.2 Positive handling will be limited to emergency situations and only as a measure of last resort.
- 7.3 Staff members will always use actions which are appropriate and in proportion to the circumstances of the incident.
- 7.4 Positive handling is used at BFS in order to:
- Restrain a pupil who has lost emotional self-control until the situation is diffused.
 - Limit the amount of harm that the pupil involved can do to themselves or others.
 - Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.

- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

7.5 Staff training.

Beaufront First school will assess the risk posed by children likely to need the support of Safe Touch handling and will seek advice and training for the most appropriate staff. The principles of this training will be cascaded to all staff.

Accredited training will be used.

Where a situation arises that requires positive handling, the trained member of staff will intervene where possible. Assistance will be immediately sought from a second member of staff.

7.6 Every incident requiring positive handling will be recorded on a Beaufront First School incident form.

8. Procedures for the Pupil Behaviour Committee.

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

8.2 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.

8.3 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.

8.4 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.

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

8.6 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.

8.7 Procedures for informing parents

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 take a public exam.

9 Monitoring and Evaluating this policy

9.1 Staff will share concerns about the behaviour of any child who is not responding to support given them to follow classroom routines.

9.2 This may be on a day to day basis or at weekly staff meetings where staff will share concerns and support one another.

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

9.4 Staff will hold a behaviour staff meeting as needed but at least once a term to discuss the impact of rewards, sanctions, areas of concern and individuals who may be causing concern.

9.5 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.

- Any instances of positive handling (safe touch)

10 Reviewing this policy

As part of any review of behaviour in school, feedback will be sought from the pupils, staff, governors, and parents, and fed into the reviewed policy.

March 2023