



BEAUFONT FIRST SCHOOL, NURSERY AND BEFORE AND AFTER SCHOOL CLUB

Amibitious - Enthusiastic - Inspiring - Outstanding - Unique

BEHAVIOUR POLICY

Version History

Version	Date	Author /contributor	Date approved	Approved by	Next review
4.	Feb 2021	ED/Governors/Jemma Rogers		Governors	Feb 2023
5.	March 2023	JH, GB and ED			March 2025
6.	March 2025	Neil Hanford/Gemma Boucetla	Sep 25	Neil Hanford & Patrick Chapman	March 2026

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

1. Purpose

1. The purpose of this policy is to:

- Create and maintain 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 and others including pride in their behaviour, achievement, and having high expectations of themselves and others.
- Develop children's 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.
- Encourage the belief that each individual can make a difference to the wider community: they can be ambitious, enthusiastic, inspiring (and inspired), outstanding, and unique.

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.

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).

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 will be reported to the Headteacher and/or the Deputy Headteacher (DSL/ Deputy DSL).

2.2 We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and successes so that all pupils feel valued. We will teach pupils to take responsibility for their 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 is reviewed against the Equality Act 2010.

2.4 At the beginning of each academic year, students will be consulted on the school values, ethos and expectations for behaviour and conduct. They will also be reminded of the rewards and consequences as set out in Section 4.

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.

2.6 At Beaufront First School we:

- **Recognise behaviour as a form of communication**

We consider what might be underpinning a child's behaviour and do not immediately seek within-child explanations - e.g. labels such as ADHD, ASC. Instead, we consider the child holistically/ in context. Their behaviour might be a very normal response to adverse life experiences.

- **Take a non-judgmental, curious and empathic attitude towards behaviour**

In line with our strong belief in the value of emotion coaching and the zones of regulation, we encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

- **Promote a positive approach**

We actively spot children behaving well and making positive choices. We offer specific and descriptive praise, for example, "thank you X for sitting and looking at me. I can see that you are ready." For those children who find it difficult to accept praise, we offer discrete non-verbal feedback, such as thumbs up or a marshmallow clap.

- **Differentiate expectations**

We know and recognise that children all have different needs and capabilities, for example, some children are able to sit and maintain attention for extended periods while others find this very tricky. We therefore have different expectations for children and modify our response and behaviour management strategies accordingly. We recognise and remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help. We promote a positive attitude towards making mistakes and learning from them, modelling and explicitly teaching what is needed for 'readiness to learn', including promoting a growth mindset approach. We actively set up the expectations accordingly, so that children are not set up to fail.

- **Differentiate response**

Some children perceive/experience public verbal reminders/prompts around expected behaviour very shaming. We carefully consider non-verbal cues/gestures (agreed with the children as part of our Pupil Voice and school values), which can also powerfully remind them that you are holding them in mind. We always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

- **Put relationships first!**

We put positive relationships first by upholding the belief in:

1. 'Engage, don't Enrage'.
2. 'Connection before Correction'.
3. 'The 3 Rs: Regulate, Relate, Reason'.

We recognise that empathy comes before limit-setting/problem-solving around the behaviour. We consistently use emotion coaching and attachment-aware scripts – e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail".

- **A whole school approach**

All members of staff are responsible for supporting the behaviour of children across the school. Attachment and building relationships is everybody's business! The Headteacher and SLT actively lead the whole school attachment-aware ethos to promote a consistent approach that is embedded across the school, through policy development, displays, choice of language, non-verbal behaviours, and communication with parents/carers, as well as those outside of the school community. We recognise the need for the whole school community to believe in the value of an attachment-aware behaviour system.

- **Use agreed tools for recording, monitoring and sharing planned strategies/ support/ progress around behaviour so that they can be consistently implemented**

We use paperwork such as Individual Education Plans (IEPs); Provision Maps; Pupil Passports. These clearly highlight strengths and areas of resilience and include key triggers to avoid escalating situations (e.g. using a loud voice/ threatening body language/ publicly admonishing/ confronting). Children and their parents/carers need to be involved and central to this process, therefore a regular 'Assess, Plan, Do, Review' cycle is in place for specific children and their families, and includes close working relationships with outside agencies and professionals. Incidents involving behaviour in contradiction of expected and acceptable behaviours are logged via the system 'Bromcom'.

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 Every child has the opportunity to experience responsibility through whole-school pupil voice, the Skills Builder Programme and events such as whole-school learning together days.
 - 3.5 Children should be encouraged to feel responsible for their 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 present a consistent approach, which is firm but calm, making clear expectations and avoiding conflict.
 - 3.7 Children striving to uphold our school values are rewarded positively and celebrated.
 - 3.8 Parents should be involved in active partnership with the school to aid and promote behaviour that reflects our school values.
 - 3.9 All staff have overall responsibility for the conduct of children anywhere on the school premises during school hours and while supervising pupils on out-of-school activities. Children are encouraged and supported to take responsibility for their own actions and conduct.
 - 3.10 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.
 - 3.11 Staff will use their discretion in relation to alternative approaches that may be needed for an individual child and this will be communicated to the SENCo and Headteacher as needed, as well as to parents as appropriate.
 - 3.12 Parents will be involved at an early stage. If appropriate, outside support services may be contacted, with parental consent.
 - 3.13 Staff will share experiences and good practice with one another so that a common approach can be taken and support given between staff members. Extraordinary events and experiences are discussed and reflected upon to ensure best practice in the future.
 - 3.14 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. Approaches and Practice at Beaufront

- 4.1 Our aim is to provide a range of opportunities in which children can excel and be successful. Children respond well to positive encouragement having formed positive relationships first.
- 4.2 In line with our beliefs and values as outlined in Section 2 we:
 - Operate by an Emotion Coaching and Zones of Regulation-style system in which children are able to indicate their feelings on a display in each classroom. Adults are

able to support and guide children throughout the day to enable reflection and self-regulation, e.g. "I can see that you are feeling ... Let's find a way to help you."

- Offer Class Dojo points as rewards for children upholding the school values and behaving accordingly. For every 5 points a child receives, they are awarded a House Point for their House, which contributes to a team reward at the end of the half term. Individuals in each class with the most Dojos are also given small prizes but the focus is on working as a team (House) for a larger reward.
- Have restorative conversations with children finding it hard to regulate or behaving inappropriately. Restorative conversations happen regardless of the severity of the behaviours, from a small reminder of why we need to focus for example, to a larger conversation following a period of significant dysregulation.
- Have clear, consistent procedures for supporting children through periods of dysregulation. All children are aware of these procedures and the consequences of their behaviour and conduct, both positive and negative.
- Have a clear communication system with parents for discussing their child's behaviour and a systematic approach to recording incidents.

5. Consequences

5.1 In line with our ethos, aims and values we:

- Set clear and consistent expectations for behaviour and conduct, which we expect to be upheld by all children.
- Make clear the steps that will be taken if expectations are not met.
- Keep lines of communication open between parents and staff.

5.2 For low-level but persistent behaviours such as continued disruptive behaviour, repeated failure to follow instructions, or persistent lack of respect for the values and expectations set we will:

- Give a clear verbal warning to the child in the first instance and log the behaviour using our Bromcom system.
- Give a second clear verbal warning to the child, give the child an opportunity for a short time out in the second instance, and log the behaviour using our Bromcom system.
- In the third instance, the child will have an age-appropriate time out at the best moment, either within the lesson or at the next break time as appropriate to the behaviour and the context. This behaviour and consequence will be logged and Mr Hanford will inform parents of the persistent behaviour. The child will have a restorative conversation with the class teacher and/ or Mr Hanford or Mrs Boucetla as appropriate.

5.3 For more serious behaviour, such as physical behaviour or destruction of property we will:

- De-escalate the situation and ensure that all children and staff are safe. Rarely, this may involve physical restraint.
- Ensure that a member of staff is available to discuss the behaviour with the observers/ other children and ensure that they are emotionally and physically comfortable.

- Ensure that at least one member of staff accompanies the child demonstrating the behaviour to a safe place, where Mr Hanford or Mrs Boucetla will continue de-escalation if needed, or provide time to reflect quietly before having a restorative conversation with the child.
- Log and communicate with the parents of the child, and the parents of any other children involved if physical behaviour has taken place, at the earliest opportunity.

5.4 If a further consequence is needed then this will entail one of the following:

- Ensuring that the child has an appropriate amount of time out from break time at the next opportunity to complete a restorative conversation and to realise that their behaviour has a consequence.
- A meeting with the child, their parent(s) and Mr Hanford.
- Missing an extra-curricular (non-Curriculum entitlement) activity in school.
- Rarely, a child may be given a period of exclusion, for example, a child may be asked to leave the building for the remainder of the school day or for an agreed amount of time. This will be logged with Northumberland County Council for safeguarding, attendance and welfare reasons.

5.5 Where an unprecedented situation arises, staff will act professionally and conscientiously, and according to the ethos, values and expectations of Beaufront First School, putting the safety and wellbeing of the children first. Where the typical protocol is unsuitable or impossible, further advice will be sought and the Chair of Governors will be informed. A full debrief will take place and the situation will be used to learn for the future and to make adaptations and adjustments to the protocols if necessary.

Date Policy was reviewed: March 2025

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