



# Beaumont Primary School

## Positive Behaviour Policy

### General Philosophy

Beaumont promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to our school rights: “The right to learn, the right to be safe and the right to be respected.” The school believes in the development of self esteem, respect for others and self discipline. We expect all members of the school community to ...

**‘Treat others as you would like to be treated yourself.’**

### At Beaumont we aim to:

- provide a safe, comfortable and caring environment where optimum learning takes place;
- provide clear guidance for children, staff and parents of expected levels of behavior;
- use a consistent and calm approach;
- ensure all adults take responsibility for managing behaviour and follow-up incidents personally;
- ensure all adults use consistent language and clear structures to promote positive behaviour;
- Use restorative approaches.

### Purpose of the behaviour policy:

- to provide simple, practical procedures for staff and children that:
- foster the belief that there are no ‘bad’ children, just ‘bad choices’;
- encourage children to recognise that they can and should make ‘good’ choices;
- recognise individual behavioural norms and respond appropriately;
- promote self-esteem, self-discipline and tolerance for others;
- Teach appropriate behaviour through positive intervention.

### All staff will:

- take time to welcome children at the start of the day;
- always pick up on children who are failing to meet expectations;
- always redirect children by referring to our three rights; ‘The right to learn, the right to be safe and the right to be respected.’
- use consistent language and clear structures to promote positive behaviour;
- deal sensitively with children in distress, listen to them and deal with any incident appropriately;

- play an active part in building up a sense of community and will apply the agreed standards of behaviour consistently;
- be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies;
- model the type of behaviour we expect to see and is acceptable;
- Record any incident of racial harassment and alert the Head teacher and other SLT staff.

#### **The Head teacher and The Senior Leadership Team will:**

- be a visible presence around the school;
- regularly celebrate staff and children whose efforts go above and beyond expectations;
- encourage use of positive praise, phone calls/texts/notes home and certificates/stickers;
- ensure staff training needs are identified and met;
- use behaviour records to target and assess interventions;
- Support teachers in managing children with more complex or challenging behaviours.

#### **The children will:**

- be listened to;
- treat others as they would like be treated i.e. fairly and with tolerance and respect for other's views and rights;
- accept responsibility for their own choices and actions;
- be given opportunities to show responsibility and time to reflect;
- Understand and endeavour to respect our three rights; the right to learn, the right to be safe and the right to be respected.

Children at Beaumont are expected to be polite and to show respect for other people and property. In class, children should show exemplary manners and join in the lessons to the best of their ability by listening carefully, answering and asking questions and by taking part fully in activities. At Beaumont, great emphasis is placed on positive reinforcement of behaviour through praise and the use of our Beaumont superhero characters/characteristics (See PSHE policy).

Children's confidence and self-esteem are developed through encouragement, incentives and rewards. Positive and constructive comments are written at the end of children's work to recognise effort, improvement and achievement of targets set. Examples of rewards for helpfulness, kindness to others, positive attitude, politeness and effort in work include; recognition by staff, dojos, stickers, class points, stamps and weekly awards in assembly linked to the superhero characters. (Each week the school will have a specific superhero characteristic focus E.G. resilience)



## Rewarding positive behaviour

We praise and reward children for good behaviour in a variety of ways:

- deliberately and consistently catch children doing the right thing and praise children in front of others (praise in public);
- staff encourage children to recognise good behaviour / kind /caring attitudes in others in circle time and other class discussion situations;
- Staff give children dojo points, the accumulation of which results in a variety of rewards, including visiting the Head teacher when 100 dojos have been collected.
- children collectively work towards class points, the amount determined by the class teacher or Key Stage to gain a small half termly reward;
- throughout school, the Good to be Green system of hierarchical consequences is implemented;
- School superhero characters are embedded into school life. Each week staff nominate a child from each class who has shown one of the chosen weekly characteristics e.g.; Motivated Mohammed, Resilient Ria, Teamwork Tom, Determined Dan, Perseverance Poppy and Aspirational Asha. The children receiving this weekly award receive a certificate, badge and their name is added to a role of honour.
- group or class exemplary behaviour is rewarded to develop a sense of community e.g. with **extra playtimes**, group or table rewards within classes;
- staff distribute dojos, stickers and certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

## Unacceptable behaviour

At Beaumont, we all have Three Basic Rights:

The RIGHT to Learn  
The RIGHT to be Safe  
The RIGHT to be Respected

Any behaviour that takes away these rights, from any individual, is deemed unacceptable. Each class uses the “Good to be green” system in class which is incorporated with a stepped boundary approach. (See appendix A for further information about delivering this approach) All incidents should be logged on the CPOMS system and the appropriate staff and, if appropriate, parents informed. If a child continues to demonstrate unwanted behaviour and are regularly receiving a red card, further action will be taken and further sanctions will be given (See Appendix B) Incidents of a serious nature must be recorded onto the CPOMS system and the Headteacher, Deputy Headteacher and SENCo must be informed.

## Good to be Green system

Step 1	Step 2	Step 3	Step 4
Stop & Think! Move child's card to <b>Blue</b> (Gentle reminder in private)	Warning Move child's card to <b>Yellow</b> (discuss noticed behaviour)	Time out Move child's card to <b>Red</b> (consequence given & parents informed)	Follow up Repair & Restorative conversation and/or sheet (see appendix B)
<ul style="list-style-type: none"> <li>• If a child receives a red card during the week, they will miss the Friday class reward e.g. Learning for Life. Parents will be informed.</li> <li>• If a child repeatedly demonstrates low level behaviour and receives three yellow warning cards in a week, they will also miss their Friday class reward.</li> <li>• The system is hierarchical. The only time a child moves straight to a red card is if they are displaying dangerous behaviour.</li> <li>• Children can move back to green if they are on a blue or yellow card when displaying the appropriate behaviour.</li> <li>• Spot checks will take place throughout the week and if the whole school are on green, three bells will ring – whole school celebration.</li> <li>• Please note, if particular pupils are not engaging with the good to Green system they will move to a personal behaviour plan until they prove their behaviour is worthy of Good to be Green status again. Good to be Green process is a privilege and children who are not learning by this system will 'not' spoil' the engagement of the other children in school.</li> </ul>			

### **Bullying**

The school has a separate anti-bullying policy.

### **Role of Parents/Carers**

Parents/carers play a vital role in promoting good behaviour in school, as in all other aspects of school life, thus home/school liaison is very important.

Parents should be informed everyday if their child has been on Good to be Green each day. This demonstrates Beaumont's commitment to praising the positives and ultimately helping parents to see that we treat children fairly.

It is important that staff can depend on the full support from parents when dealing with their children's misbehaviour, remembering that, ultimately, we both have the best interests of children at heart.

### **We expect parents:**

- to keep us informed of behaviour difficulties they may be experiencing at home;
- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family, changes of family circumstances;
- inform us about their child's ill health and any absences connected with it;
- To support us enforce our behaviour policy.



**To support parents the school will endeavour to achieve good home/school liaison by:**

- promoting a welcoming environment within the school;
- giving parents regular constructive and positive comments on their child's work and behaviour;
- keeping parents informed of school activities by letter, newsletter, website, texting, dojos etc;
- Involving parents at an early stage in any disciplinary problems.
- Providing opportunities for parents to share concerns
- Sharing issues sensitively at staff meetings and weekly meetings with our lunch time supervisors, to enlist full staff support.

### **Role of Governors**

To support the Headteacher and staff in implementing the positive behaviour policy of the School.

### **Responsibilities of Lunch Time Supervisors**

See Appendix C for an outline Guidance for Referral and Hierarchy of Behaviours for lunch time supervisors further Guidance is also available in the Playground Procedures document.

### **Links with other Policies**

*Anti- Bullying Policy – Beaumont seeks to ensure that all staff and pupils have a clear understanding of what bullying is and seek to minimise it by all available means.*

**This policy was revised in February 2021 and will be reviewed February 2022.**



Beaumont Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1.REMINDER  (move to a blue stop and think card)	<p>I noticed you chose to ..... (noticed behaviour)            This is a REMINDER that we need to think about our rights (to learn, to be safe, to be respected)            You now have the chance to make a better choice            Thank you for listening</p> <p><b>Example - 'I notice that you're running. At Beaumont we all have a right to be safe. Please walk. Thank you for listening.'</b></p>
2.WARNING  (move card to yellow)	<p>I noticed you chose to ..... (noticed behaviour)            This is the second time I have spoken to you.            You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... (learner's name),            Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Example - 'I have noticed you are not ready to do your work. At Beaumont we have the right to learn so we have to be ready to learn. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
3.Time Out  (Move card to Red)	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)            Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)            I will speak to you in two minutes</p> <p><b>Example - 'I have noticed you chose to use rude words. You are breaking the school right of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b></p> <p>*Parents will be informed by the class teacher if the child has moved to red. The child will receive a consequence e.g. withdrawn from Learning for Life.</p>
4.Follow up – REPAIR & RESTORE conversation	<ol style="list-style-type: none"> <li>5. What happened? (Neutral, dispassionate language.)</li> <li>6. What were you feeling at the time?</li> <li>7. What have you felt since?</li> <li>8. How did this make people feel?</li> <li>9. Who has been affected? What should we do to put things right? How can we do things differently?</li> </ol>
<p>*If the child is on red frequently further sanctions and approaches may be used such as; withdrawal from free choice activities, exclusion from the right to represent the school, a meeting with parents, a home-school report book, support and involvement from other agencies such as CAMHs, Behavioural support services etc...</p>	

# Restorative Justice Reflection Sheet Appendix B

Pupil: \_\_\_\_\_ Date: \_\_\_\_\_ Staff: \_\_\_\_\_

What happened?



What were you feeling?



I was angry because:



I was sad because:



I was happy because:



I was disappointed because:



I was embarrassed because:

What do you think about it now?



What needs to happen to put this right?



How could you make sure this doesn't happen again?



What impact did this have?



## Appendix C

### Guidance for Referral and Hierarchy of Behaviours for Lunch Time Supervisors

#### Pattern of referral:

Minor Isolated Incidents	Dealt with by lunch time supervisors
<u>Repeated</u> minor incidents	Dealt with by lunch time supervisors <b>and</b> report to class teacher at end of dinnertime. Discuss recurring issues at weekly meeting with Headteacher.
Major Incidents	Refer to SLT (SLT to report back to class teacher at end of lunch time). If teacher on duty not available refer to Deputy or Head.
Minor accidents	Dealt with by lunch time supervisor (school accident form to be completed and given to staff to send home to parents)
Major accidents (including all those involving head injuries)	Check with first Aider <b>and</b> report to SLT. (SLT to report back to class teacher and ring parents.)
Illness	Refer to class teacher, who will decide whether to ring parents.

#### Hierarchy of Incidents for Lunch Time Supervisor Referral

Incident / Accident	Type of Incident
Minor squabbles Pushing in line Slow response to whistle or instructions Minor name calling Coming into school without permission	Minor
Major Name calling / racist comments Serious Physical violence (eg fighting) Deliberate insolence to s lunch time supervisors Threatening to leave premises or actually leaving premises	Major Incidents
Falls or bangs that <b>do not</b> involve the head or serious cuts, that may need stitches, or breaks	Minor accident (ice packs to be used only when needed and <b>all blood injuries</b> to be cleaned by injured child, lunch time supervisors or staff using plastic gloves <b>not</b> other children.)
Cuts that may need stitches Possible breaks Head injuries	Major accident



**Beaumont Behaviour Policy**  
**Appendix D**

**Levels and Types of Inappropriate Behaviour and Responses/Consequences**

<b>Level</b>	<b>Behaviour</b>	<b>Consequence</b>
<p><b>1. Low Level</b></p> <p>Part of general classroom management</p>	<p>Being noisy, teasing, pushing in, running inside, interrupting the teacher, attention seeking, being cheeky, arguing back, telling tales, clowning around, squabbling, play fighting/horse play, avoiding work, wasting time.</p>	<p>Stop and think card/remind in private</p>
<p><b>2. Persistent Low Level</b></p> <p>Part of general classroom management.</p>	<p>Persistent above behaviours and/or rudeness, graffiti on books or elsewhere, spoiling others' games, name calling, lying, hindering others from working, swearing. In trouble at dinner times.</p>	<p>Warning card given. Discuss noticed behaviour. If behaviours continue, a red card is given and child received consequence.</p>
<p><b>3. Severe behaviour</b></p> <p>Requires formal involvement of senior staff because of its intensity or frequency.</p>	<p>Graffiti/vandalism, racial abuse, rudeness to staff/pupils, kicking, hitting back, stealing, refusal to follow instructions, swearing, fighting, being uncooperative, running out of school.</p>	<p>Child straight to a red card. Parents informed. Removal from class possible internal exclusion. If behaviour persists child given IBP/short term targets and added to SEN register. Outside agency support may need to be accessed. Possible temporary exclusion.</p>
<p><b>4. Extreme behaviour</b></p> <p>Requires immediate removal from the classroom and dealt with immediately by a member of the senior leadership team.</p>	<p>Vicious kicking, biting, physical and verbal abuse to staff/pupils. Leaving school and failure to respond to reasonable requests to return. Extortion, dangerous refusal to follow instructions.</p>	<p>Immediate removal from the classroom and other children, to member of SLT. Possible use of physical restraint. Urgent consultation with parents and Behaviour Support Team and other relevant agencies. Possible fixed term exclusion depending on severity. Severity may result in permanent exclusion.</p>