

Beech Lodge School Behaviour Policy

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Anti-Bullying Policy

Introduction

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

It is a primary aim of our school that every member of the school community feels included and supported and that each person is valued, respected and treated well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At Beech Lodge School, we aim to:

- Promote a high standard of behaviour
- Promote self discipline, proper regard for authority and acceptance of responsibility for our own actions
- Create and maintain a positive, safe and orderly school climate where effective learning can take place and all pupils can grow academically, socially and emotionally, with mutual respect between all members of the school community, for belongings and the school environment

Our aims, we believe, are achieved when:

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour
- A school atmosphere is created which is consistent and caring
- The choice to behave responsibly is placed on the pupil, and pupils are taught how to make responsible behaviour choices
- Pupils are provided with good role models
- Pupils and parents understand the hierarchy of consequences which are a natural outcome of poor behaviour choices and which are applied consistently and fairly within the school in a calm and considerate manner.

Positive reinforcement, encouragement and praise

As a school we recognise that positive reinforcement, encouragement and praise are the most effective means of promoting good behaviour. It can be used to recognise and reinforce good behaviour, and prompt pupils who are choosing to misbehave to modify their behaviour. Effective use of encouragement, praise and positive reinforcement teaches pupils that they receive attention through good behaviour choices.

Positive reinforcement may take the form of:

- Acknowledgement of good behaviour
- Special mention in school assemblies
- Positive messages sent home
- Individual rewards such as stickers and chance card prizes
- Class rewards such as trips to local parks and the cinema

Consistent use of encouragement and praise is used to:

- Create a positive school environment
- Increase pupils' self esteem
- Promote a model for good behaviour and relationships

Consistency of approach and the use of a common language to reflect this is essential. The use of the pronoun 'we' in terms of relationships within school, is a significant ingredient in securing commitment to the school ethos.

General Classroom and School Rules

All children are expected to follow the school's Golden Rules which are:

1. We follow adult instructions the first time
2. We use words and actions that help and don't hurt
3. We respect other people and their property
4. We move safely and sensibly around the school

A copy of the Golden Rules is displayed in each classroom. In addition, class rules are agreed between pupils and teachers at the beginning of each academic year.

Sanctions

When children choose not to follow the rules, **all** staff are expected to deal with them in a calm and consistent manner and follow the stages of sanctions detailed in Appendix 1. It is important that consequences of poor behaviour are presented to children as a choice. This places responsibility for behaviour on each child. Furthermore, we believe that children should always be positively acknowledged; it is the child's behaviour choices that are inappropriate, not the child.

Sanctions should be seen as a natural outcome of poor behaviour choices. After a child receives a sanction, it is important to find the first opportunity to praise his or her behaviour and so reduce the attention away from the bad behaviour.

In addition to the stages of sanctions, where appropriate, children will be supported to reflect on their behaviour choice and be given an opportunity to make amends, for example they may be supported to make a sincere apology, write a card to a victim, replace something that has been broken or tidy a classroom that has been disrupted.

Persistent Poor Behaviour

It is expected that teachers and pupils begin each day with the highest of expectations. Consequences accumulated on one day will not roll over to the next day; each pupil will begin each day afresh.

If a child persists in making poor behaviour choices then there are a variety of options that may be taken:

- The child will attend a behaviour meeting with the Headteacher where a target for his or her behaviour will be set. The class teacher will share this target with the child's parent/carer
- Any target not met by the child within the period of a week will trigger a parent meeting with the Headteacher to discuss the behaviour
- An internal exclusion may be arranged removing the child from the classroom and peers. Where there is no improvement in behaviour, the Headteacher may impose a period of exclusion from school (see Exclusions Policy).

The school takes the sanction of exclusion extremely seriously and will make every effort to promote an improvement in a child's behaviour before this stage is reached.

The school has a strong commitment to inclusion. However, it is important for all parties to understand the consequences of consistently poor behaviour, including how it can affect a

child's learning, the learning of their peers, and the health and safety of themselves and others.

Severe Clause

In cases of severe misbehaviour (fighting, vandalism, bullying including cyberbullying,, threat of violence towards another pupil or adult, intimidation, physical violence) the child would not receive a warning. Instead a red card would be sent to the Headteacher and the situation managed by them. In these cases the parents would be notified of the incident by the Headteacher and informed as to what action was taken.

If a child is unable to manage themselves in the playground at lunchtime and is perceived to be at risk of harming themselves or others by not following adult instruction then they will be sent into the main building and be supervised by staff members.

Break-time Supervision and Out of Class Behaviour

Children should be supervised into and out of the classroom area before school, at break-time, at lunchtime and at the end of the school day. An adult should be with the children at all times. Children should be reminded how to move around the school, enter and leave the school building in a safe and sensible manner.

During morning breaks, teaching staff will be on duty on a rota basis. The duty teacher will be responsible for deciding if it is indoor or outdoor play, dependent on weather conditions. If children are kept in at break the **class teacher should remain with the child or children** either in the classroom or hall. No child should be left unsupervised in the hall.

School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, should a child's behaviour whilst at school or on a previous visit give cause for concern, then a risk assessment will be carried out. Where challenging behaviour is due to a special educational need, appropriate support will be put in place. The school will endeavour to work in partnership with a child's parents and on occasions may request them to accompany their child on a visit.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school to promote good behaviour. The school is very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents. The school will ensure that parents are kept informed as to their child's behaviour at school, so that children receive consistent messages about how to behave at home and at school.

The School's Behaviour Policy is accessible to all parents/carers via the school website and parents and children are asked to sign a home/school agreement when enrolling at the school.

If the school has to implement sanctions against a child, parents should support the actions of the school.

If parents have any concern about the way their child has been treated, they should initially contact the class teacher.

The school expects all members of the community to adhere to the principles as set out in the Behaviour Policy and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher who will take appropriate action.

Recording of Incidents

An Behaviour Incident log is kept in the Headteacher's office and is used to record serious incidents of mis behaviour together with the sanctions given. This log is analysed half-termly by the Proprietorial Body.

Staff and the Proprietorial Body will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any current concerns. These will be shared with staff, parents/carers and students.

Appendix 1

Stages of Sanctions

Required Resources for every classroom:

- Designated Time-Out table
- 5 minute timer
- Class and Golden Rules on display.

5 Minute Time Out

A staged system that is used to manage low level disruptive behaviours. This sanction should be used in conjunction with usual positive behaviour class management.

1. An oral warning (stating clearly and calmly what behaviour you expect to change)
2. A visual warning (name on board/move to amber traffic light)
3. A final visual warning (tick against name/ move to red on traffic light)

At the 3rd stage the child should be sent to the time out table in their classroom for 5 minutes to remove them from the situation and to allow them to reflect on their behaviour. When the timer has run out the child returns to their place.

15 minute Time Out

A further mark against a child's name following a 5 minute time out triggers a 15 minute Time Out outside the classroom.

- The child is given a yellow Time-Out sheet from the class and goes to the designated time out class
- The receiving teacher should direct the child to their time out table
- The child is expected to complete the sheet/or represent through a drawing the reason they have been sent out
- The child returns to their class after 15 minutes and hands the yellow sheet to their teacher

Continued poor behaviour

- If a child receives 3 x 15 minute Time Out sheets within a two week period then a behaviour meeting is arranged with the child, Class Teacher and the Headteacher, in which a behaviour target is set. The child attends this meeting with the 3 yellow sheets. Class Teachers will then share the target with parents/carers.

- If the child does not meet the target set within a week then the Headteacher will convene a parent meeting to discuss behaviour.

Red Card

In the instance of an incidence of significantly poor behaviour, a red card should be sent to the Headteacher. The red card is a signal that urgent help is needed. Red cards should only be sent when a child or children are at risk of harm and a child refuses to follow any adult instruction therefore placing themselves and others at danger.