

# **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
- Positive messages sent home
- Individual rewards such as post it notes in the jar

- 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 Beech Lodge 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

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.

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.

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**

The adults at Beech Lodge School eat with the children at morning break and lunchtime and the children are allowed to remain in the building in designated areas or play outside. Beech Lodge staff are on duty throughout the lunchtime children, supervising their activities and supporting their play. Children should be reminded how to move around the school, enter and leave the school building in a safe and sensible manner.

### **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 Proprietor.

Staff and the Proprietor 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.

**January 2014**  
**( Review date January 2015)**

## **Appendix 1**

### **Stages of Sanctions**

#### **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)( First red circle placed on the child's desk)
2. A visual warning ( 2<sup>nd</sup> red circle placed on the child's desk)
3. A final visual warning ( 3<sup>rd</sup> red circle placed on the child's desk)

If a 3<sup>rd</sup> warning is given, the child will miss part of their free choice time during the day.

#### **15 minute Time Out**

A further mark against a child's name following a 5 minute time out triggers a 15 minute loss of freetime.

#### **Continued poor behaviour**

- If a child requires 3 x 15 minute Time Outs 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 . 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.