

## Behaviour Procedures

Staff at Beechwood CE Primary School believe that the development and encouragement of good behaviour is at the centre of a happy and effective school. It is our aim to make each stakeholder feel valued and respected. We believe that a consistent approach is important. We promote, model and celebrate the Christian values of:



All staff believe that positive behaviour underpins learning, and we always expect and reinforce good behaviour. We strive for Beechwood CE Primary School to be a safe environment where pupils feel safe and therefore enable them to flourish and thrive.

To realise this, we acknowledge and apply the understanding that each child has different needs and aptitudes. All staff use praise to reward positive choices and congratulate children. Stickers, praise, and house points are used by all staff to create a positive, safe environment.

### Certificates

Weekly certificates awarded by class teachers for academic progress/achievements as well as displaying positive learning behaviours and attitudes. Parents are invited into school to watch their children receive their certificates during Achievement Assembly once per week, this is currently limited due to the pandemic.

In addition to this, each term, certificates are awarded for those children who have not lost Golden Time or have 100% attendance.

### Behaviour Management in The Early Years

Acceptable behaviour is taught through the Personal, Social, Emotional Development in the EYFS curriculum. Rewards are used in the form of praise, stickers and happy faces. The behaviour scheme in place in the EYFS is that children progress up or down a rocket, aiming for the stars at the top. Children are aware of the consequences if they are misbehaving. Initially children are given a warning. The 'Time Out' spot is used to take children out of a situation. It is the teacher's role to explain what the child has done wrong and why it is not appropriate. Parents are kept informed of any behavioural issues regarding their child. In school, strategies are discussed with parents and, if needed, support is given for strategies at home.



## House Points

Each child in Years 1-6 is assigned to a house group. House points are given to recognise a significant effort, improvement or displaying positive learning behaviours. They are also awarded when a child represents the school in external sporting events and also issued for achievements outside of school too. Each half term, the house points are counted, and a winning house is announced. The house receives additional rewards such as time for sports or breaktime. A running total is gathered for the whole academic year and a winning house is announced.

## Golden Time

This is a 30 minute, weekly, enrichment club which children earn by behaving well. A new activity is chosen half-termly from a range of clubs. Pupils lose 5 minutes if they have made a poor choice. If children have made positive choices, they can have all of their Golden Time. If they have lost minutes, they go to the hall where Senior Leaders prompt them to reflect on their choices and consideration given to the improvements needed for a better week. All staff use a daily Behaviour Steps Chart to record the behaviour in their class. A summary of the Golden Time Loss is shared with Senior Leaders once a week.

**Daily Behaviour Steps Chart** – we follow this consistently throughout the school in Years 1-6.

Steps	Actions
Step 1 Low level	A friendly warning is given if it is low level. Loss of Golden time <b>can be</b> lost on first warning if the behaviour is more severe.
Step 2 Low/Medium level	If there is a second incident, golden time will be lost.
Step 3 Low/Medium level behaviour	If there is another incident the child will be asked to sit at a separate table in their own class so they can reflect on their choices then prepare to make changes to their behaviour.
Step 4 Low/Medium level behaviour	If a third incident occurs, Golden Time will be lost.
Step 5 Low/Medium level behaviour	If another incident occurs, the child will be isolated in the classroom of a Faculty Leader for 15 minutes. The child will be sent with work to complete or the child will miss their break time and this will be spent with their teacher. Parents / carers notified by the class teacher at the end of the day.
Step 6 Extreme	If a child continues to be uncooperative with staff at low or medium level behaviour, a blue hand will be sent. The Headteacher or Deputy Headteacher will investigate the incident and identify the relevant next steps. Parents / carers notified by the class teacher at the end of the day. They will decide whether to internally exclude the child/send the child back to class with a warning. Outside Behaviour and other support agencies may be contacted.
If extreme behaviour is shown, Steps 1-3 should be bypassed and Teacher/TA should send a "blue hand" to Headteacher or Deputy Headteacher.	
Behaviour/Serious Incident.	The Headteacher or Deputy Headteacher will investigate the incident and contact parents by phone. The Headteacher or Deputy Headteacher will decide whether the child should be excluded, and this could be for a fixed period eg: Lunchtimes, 1day, 2 days, 5 days etc. Parents will be invited into school to discuss the incident and collect work for the child- please see the behaviour policy



### **Red/Blue Hands**

If a member of staff feels that behaviour is more serious, they will send a blue hand to the office so the Headteacher / Deputy Headteacher will respond and deal with the incident. If it is an emergency, a red hand will be sent, and somebody will respond immediately to the incident.

### **Serious Incident Forms**

If an incident is deemed serious an incident form will be completed with the appropriate action identified, this form will then be held on file.

### **Our Sanctions and Procedures**

There are some times in the classroom when correction is necessary, even after you have taught and modelled good and responsible behaviour. We start with the premise that every day is a new day. Children should be given chances to modify their behaviour on a daily basis. However, when a child's behaviour disturbs the class and others' progress, the Steps below must be followed, consistently and fairly. A few children will need individual help. In some circumstances where behaviour is constantly at a medium level or above, a plan will be written in consultation with the SENCO/Pastoral Support and emotional/behavioural monitoring will start.

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**Review: September 2022**

