

Beetham CE Primary School

Behaviour Management Policy



*Caring for Everyone, Learning
Together, Achievement for All*

This policy is based on the Christian principles, values and beliefs that underpin everything we do at Beetham Church of England Primary School.

Approved by ¹	
Name:	John Lomax
Position:	Chair of Governors
Signed:	
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Behaviour Management Policy

Aims and Objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore 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:

**Caring for Everyone
Learning Together
Achievement for All**

The school uses a set of Golden Rules. These are positive rules which are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn:

**Do be gentle
Do be kind and helpful
Do work hard
Do look after property
Do listen to people
Do be honest**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter inappropriate behaviour.

Our objectives for pupils' behaviour are that they should:

- Work well in class, without disturbing others.
- Treat other people with politeness and consideration.
- Show respect for other peoples' feelings, wishes and opinions.
- Take care of other peoples' property, including school property.
- Deal with any difficulties or disagreements in a calm, reasonable and honest manner.

The above should be applicable both on the school premises and on school visits.

To help pupils to do this we provide a school environment incorporating the following features:

- Consistent highlighting of the desirable behaviour listed above, in word and through example.
- An overall manner amongst staff of calm assertiveness, based on a clear awareness of what standards of behaviour to expect and what action to take to promote it.

- Clear, consistent directions for behaviour so that all pupils know exactly what is expected of them.
- Planned rewards and encouragement so that all pupils know that their efforts and achievements are recognised and appreciated.
- Fair warnings and predictable consequences for wrong behaviour, using the minimum level of sanctions likely to be effective.
- An emphasis on the children making *choices* about behaviour so that they develop a sense of self control over what happens to them and become more responsible for what they do.
- A style of staff response to poor behaviour in which it is contained and dealt with in a supportive manner.
- Continually discussing pupils' behaviour with them so that they can understand it better and have more control over it.
- Using key principles of good practice in teaching and classroom management to promote successful learning in class.
- Recognising improvements, however small and telling significant people about them.
- Involving parents and carers in supporting and encouraging the pupils.
- Providing activities and experiences designed to increase achievement and self esteem.
- Providing a safe society in which no pupil is unduly pressured by other people.

Christian Values

Christian Values are an important part of everyday life at Beetham CE School. They were chosen by everyone in our school community and underpin all aspects of school life. Children are taught about the values through Collective Worship and all areas of the curriculum. Everyone at school is expected to demonstrate the Christian values through the way that they interact with each other on a daily basis. The promotion of these values is fundamental in encouraging positive behaviour in school and enables everyone to learn, care and achieve together.

Generosity	Thankfulness	Love	Respect	Perseverance	Friendship
Tolerance	Trust	Peace	Forgiveness & reconciliation	Hope	Truthfulness

Celebrating Appropriate Behaviour

We see the recognition and reward of good behaviour as one of the most important ways of helping pupils to be successful. There is an explicit general ethos of staff looking for, and commenting on good work and behaviour. There are also many practical systems for doing so in particular circumstances. These reward systems are based on certain key principles:

- They should be predictable and dependable.
- They should be evidently fair, giving equality of opportunity to gain rewards and requiring the same amount of effort from all pupils.
- Rewards should be, as far as possible, based on the public recognition of achievement and the sense of pride it brings, and not on material rewards.

In practice the rewards include:

- Stickers, certificates, recognition charts which record and publicise particular achievement.
- Award of the Golden Jumper for showing school values
- Positive comments on children's work
- Positive verbal praise and comments
- Sharing and celebrating good behaviour and success in lessons with parents/carers
- Group treats which are decided on by the children and their teacher

Procedures for dealing with inappropriate behaviour

Although the ethos at our school is to focus on positives at all times, there are situations when inappropriate behaviour may result in consequences for a child. We are very keen for pupils to take responsibility for their own behaviour and encourage them to do this through reflection, discussion with an adult and making amends.

We believe that behaviour improves largely through the development and rewarding of *desirable* behaviour. Our policy is therefore to deal immediately and effectively with any poor behaviour that does occur and then continue with positive support as soon as possible.

Sanctions in School

On occasion sanctions *may* be used so that children understand that certain behaviours are unacceptable. They should apply to all pupils in a fair manner and be given according to the following principles:

- The pupil knows the Golden Rules and likely consequences of what they did.
- Where possible the pupil should have had warnings and help to make better choices.
- The pupil should be told the reason for the sanction.
- The minimum level of sanction needed is used and is applied as soon as possible
- They should be delivered in a firm but supportive way, helping the pupil to reflect and deal with their feelings
- Ways should be found of returning to positive, friendly relationships as soon as possible.

The school uses a range of consequences for poor behaviour:

- Non verbal reprimand
- Verbal reprimand
- 'time out' of the classroom
- Missing break/part of lunchtime play
- Reflection activity on the Golden Rules
- Writing a letter of apology
- Conversation with class teacher/headteacher
- Discussion with parents/carers
- Removal of privileges eg attending extracurricular activities
- Individual behaviour plans which focus on specific targets for behaviour

Restorative justice/Reflection on actions

Restorative justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a solution. Where there has been an issue the individuals involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to prevent this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative justice works extremely well if there has been a repeated problem for a pupil and member of staff. This is because it gives them an opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative justice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Exclusion

The Government supports Head teachers in using exclusion from school as a sanction where it is warranted but we understand this is a last resort. We recognise it is our responsibility as a school to communicate to pupils, staff, and parents our behaviour expectations and the responsibility of all individuals working with pupils to ensure that no exclusion will be initiated without first exhausting other strategies or in the case of a serious incident, a thorough investigation. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement.

The decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

Exclusion from school in any form will be a last resort. Where exclusion, either fixed term or permanent, is considered appropriate and/or necessary, we will refer to our Exclusion Policy, a copy of which is available on request from the school office.

What is bullying?

According to the DfE document '[Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies](#)', bullying may be defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;

- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet e.g. via Social media sites;
- upskirting;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and/or untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures.

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school will, wherever possible, support parents in this and may impose a sanction upon the bully where this individual is recognisable.

The law

The School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils" (Education and Inspections Act 2006, section 89). The school will exercise its legal powers as outlined in section 89/5 and section 91, Education and Inspections Act 2006 as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

Reporting and recording incidents of bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher or Headteacher to be investigated, appropriate action taken and parents will be informed promptly. Pupil voice is important at our school and pupils are encouraged through various means to report any incidents of

bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time. The Whole School Behaviour Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves. All racist incidents and information on incidents of bullying will be recorded on 'CPOMS' along with all reported incidents of bullying regardless of the outcome of the investigation.

Tackling bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for dealing with bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE programmes that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns – designed and written by pupils
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Circle time
- Acceptable Internet Use Agreement is signed by all and online safety is discussed in Computing lessons.
- On-going staff induction and training programme
- Adequate staff supervision at lunch and break times
- Clear and consistently applied Policies for Behaviour and Uniform

Strategies for dealing with the bully

- Conversation with class teacher/headteacher
- Discussion with parents/carers to ensure support and involvement
- Removal of privileges eg attending extracurricular activities
- Individual behaviour plans which focus on specific targets for behaviour relating to relationships with others
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

Strategies to support a victim

- Support from class/head teacher
- Counselling offered
- Mediation
- Out of lesson support passes issued
- Short term modification of school timetable
- One-to-one parental interview, parental support and involvement
- Private diaries given

Peer on peer abuse

We recognise that children can abuse their peers. This is generally referred to as peer on peer abuse or child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. However, we recognise that abuse is abuse and will never be tolerated or passed off as “banter” or “part of growing up”. We will not dismiss abusive behaviour between children as ‘normal’ and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Occasionally, allegations may be made against pupils by others in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Consideration will also be given to the advice contained within the DfE document ‘Keeping Children Safe in Education’ (September 2020)

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report peer on peer abuse and the issue is discussed as part of PSHE curriculum.

School Behaviour Record

Staff will make a written record of more serious behaviour incidents and how they were dealt with on the school recording system – CPOMS. This enables school to monitor behaviour, provide support for pupils and initiate a positive dialogue between school and parents

Procedures Involving Physical Intervention

Occasionally pupils are so unable to respond to reasonable discussion that members of staff may need to use some degree of physical intervention as part of the process of helping a pupil regain control of themselves or to prevent them from harming themselves or others.

Parents\Carers will always be informed as soon as possible of any occasion of physical restraint involving their child and the incident will be discussed with them. All incidents involving physical restraint are reported in the Positive Handling Record kept in the school office.

Behaviour of Parents/Carers and other visitors to the School

We expect parents/carers and other visitors to the school to behave in a reasonable way towards school staff and other members of the school community, who all have the right to visit and work without fear of violence and abuse. Unacceptable behaviour may lead to further action eg banned from school premises, police informed.