

Behaviour Policy



North Beckton
PRIMARY SCHOOL

Written by: NBPS Behaviour working party

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Ratified by governors:

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INTRODUCTION:

This Policy sets out the behaviour procedure at North Beckton Primary School. The School's Governing Body is responsible to ensure the policy continues to provide clear guidance and advice to the Executive Head Teacher and Deputy Head Teachers in regards to:

- a) Screening and searching pupils
- b) The power to use reasonable force and other physical contact
- c) The power to discipline beyond the school gates
- d) Pastoral care for staff accused of misconduct
- e) When a multi-agency assessment should be considered for the display of continuous disruptive behaviour

Aims:

As part of The Tapscott Learning Trust, there is an ethos to enable pupils to become tolerant and well prepared citizens for life in modern Britain. It is an ethos that produces citizens that adds value to the communities in which they live.

At North Beckton Primary School, we believe that the positive reinforcement of good behaviour is the most effective means of achieving this.

In order to ensure that school rules are followed at all times, children are taught about the rules, why they are needed and what happens if they do not follow them.

To ensure that there is a common goal for the school; North Beckton follows a code of conduct- The 3Bes. These being: Be ready, Be safe and Be respectful (in no particular order). All children are taught these values - what they mean and how they can apply these to their everyday lives. They are also displayed in communal areas and in classrooms with children's own examples of what they mean.

There are also displays around the school, such as the *Zones of Regulation* to support children with their emotional regulation to ensure they are ready and alert for learning.

Every member of staff is responsible for following the Behaviour Policy. The Inclusion Lead is responsible for coordinating the Behaviour Policy and for ensuring that it is implemented consistently. The Inclusion Team will support all staff and pupils regarding this policy and use outside agencies where applicable. We have a team to lead small groups supporting pupils to develop their self- esteem, confidence, alongside their social and co-operative skills.

It is recommended that this policy is read alongside the School's Anti- Bullying and Inclusion policy.

Promoting this policy

This policy is on our website and publicised in our newsletter. The key points of the policy are discussed at Curriculum Evenings held in September and referred to in the school prospectus. New staff are given the policy as part of their induction. Short term or daily supply staff are told about the policy by the Inclusion Lead on arrival at the school.

The whole school works on a reward and proactive system. Children will receive rewards for positive behaviour, where it is above and beyond the expected.

Good behaviour will be encouraged and recognised by using the following positive incentives.

- PRAISE - verbal praise and written praise
- 3Bes stickers - can you get all three in one day?
- Above and Beyond display board in the classroom
- CERTIFICATES - Good work and behaviour certificates. Children receive certificates every Friday during the Whole School Assembly.
- CHILD OF THE TERM – One child is chosen from each class that has consistently followed the 3Bes and given a reward by SLT.

Behaviour Management Procedures

In the classroom, the following strategy is in place:

- A verbal reminder/prompt about the correct behaviour
- A verbal warning given
- Time out in own class
- Time out with Pastoral Leader, a phone call/conversation may be made to parents/carers.
- Time out with a member of the Leadership Team (Assistant Head)- a phone call/ conversation may be made to parents/ carers
- Sent to Deputy Heads - individual letter sent home/phone call.

In the playground, children are given time to sit out for a short period of time, to reflect and watch others play following the school rules. Their actions are then discussed with the adults in the playground, or inside the building.

At each step, class teachers will use their professional judgement as to when to involve the parents/carers - ensuring that there is a balance of negative and positive communication to ensure partnership working. When individual children have been sent out of the classroom the aim will be to hold restorative conversations between the class teacher and the child. Pastoral Leaders will keep a log on how often they see children and the reasons why. Steps can be jumped through if required depending on the nature of the incident.

For children with a recognised Special Educational Need, reasonable adjustments may be made; this will be in agreement with the Inclusion Manager, SENDCos.

Sometimes and only as a last resort trained staff will use reasonable force to ensure pupils do not harm themselves or others as a result of their behaviour.
(See positive Team Teach policy).

Whole School Support Procedure

Throughout the curriculum children learn social skills and moral understanding and this is further embedded in Time for Us lessons.

For children who may require more support, the following occurs:

- The teacher has a discussion with the Pastoral Leader, Inclusion Manager and the class teacher writes an initial concern. It is important that the class teacher has the relevant evidence (logged on Safeguard) of consistent behaviour incidents/concerns.
- A member of the Pastoral/Inclusion Team will observe the child in the setting and discuss strategies that could be used in class.
- The school will provide small-group support session for the children with specific needs. For example, an emotional regulation group or Art Therapy sessions. A home communication book may be given to help continue the dialogue between home and school.

Pupils at Risk of Exclusion

There may be times when pupils need additional measures to support their behaviour. These pupils will be mentioned at relevant meetings, where the issue and possible solutions are discussed. These may include:

- Engagement with parents/carers
- Allocation of key workers
- Implementation of Pastoral Support Plan
- Working in partnership with other agencies such as Behaviour Support Services, Educational Psychologist or Social Services
- Inform the Local Authority for a reduced timetable or Managed Move for the pupil

If a pupil is showing persistently showing negative behaviour, the school will involve parents/carers and the pupil to discuss strategies to help improve behaviour. This will initially be in school support such as reward charts, time out cards, support from Place2Be, for weekly counselling session and avoid triggers; the emphasis is on home and school working together to find things that work for the pupil.

If strategies still do not work, we seek advice from external agencies such as Educational Psychologist or Behaviour Support Services.

We may also refer families to *Child and Family Consultation Services(CFCS)* or *Child and Adolescent Mental Health Services(CAMHS)*

The role of parents and carers

This policy is shared with parents and made available to them on the website. Where appropriate, parents/carers are invited to take part in Positive Parenting Programmes (PPP) within the Trust, or other such programmes. This encourages them to provide positive messages about good behaviour and respect for others at home.

Managed Move to another school

There are circumstances that might lead to a *managed move* if this is considered to be in the best interest of the pupil or others in the school. This would only be undertaken with the consent of all parties involved, in the case of pupils risk of exclusion and as viable alternative to permanent exclusion.

The school follows the guidelines set out by London Borough of Newham and DFE guidance.

Fixed Term Suspension

The Executive Head makes the final decision about the length of the exclusion. A fixed - term suspension occurs after consultation with staff and an investigation into the behaviour breach (which includes talking to staff, parents and the pupil). The length of the suspension depends on the severity of the incident and individual pupil circumstances. If appropriate, Social Care will be notified. When a pupil is suspended for a fixed period, the parent is informed and notified in writing detailing the incident, the reason for the suspension, any history or prior behaviour and actions the school has taken to support positive behaviour and take account of specific needs.

On return to school parents will be expected to attend a reintegration meeting with their child before he or she re-enters. This meeting will be with a member of the Senior Leadership Team (SLT) and the Pastoral Leader/Inclusion Manager. The aim of this meeting is to minimise the risk of further exclusions and /or escalating to a permanent exclusion.

Permanent Exclusion

Permanent exclusion can only be granted by Governors and usually follows a period of fixed term suspensions that represent the culmination of on-going patterns of behaviour unmodified by a range of appropriate support measures. This measure will only be implemented:

- a) In response to serious breaches of the school's behaviour policy; or
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of others in the school.

The procedures for exclusion operate within the DfE *guidelines 'Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England'*

(Refer to the Exclusion guidance for further details)

Screening, searching and confiscation

Authorised School staff may search pupils for a range of items. These include: knives, weapons, alcohol, illegal drugs, stolen goods, mobile phones and any other item deemed to be harmful or detrimental to the school for any reason.

The Executive Head, Deputy Heads, and other authorised staff, may search pupils or their possessions, if they have reason to suspect the pupil may be in possession of one or more of the items below above.

If any banned items are discovered they will be confiscated by the school and parents/carers notified.

Discipline beyond the school gate

Through legislative duty and guidance, staff are made aware that they can discipline pupils off-site when they are: taking part in a school activity or travelling to/from school or doing something that may affect the school's reputation. If the misbehaviour is deemed to be criminal or poses a serious threat to a member of the public, the

police will be informed. In some cases, a referral to Social Care or the Early Help Team may be made to support the family and pupil.

Use of Reasonable Force

School staff can use reasonable force to prevent damage or injury to the child or another child or staff. At North Beckton Primary School a number of staff have completed training in 'Team Teach' to address the issue of using reasonable force as and when necessary.

(Refer to Team Teach policy for further details)

This policy will next be reviewed and updated annually.

Appendix 1

What does Above and Beyond look like?

Professional judgement and knowledge of the individual child must be used when deciding what Above and Beyond looks like, but here are some ideas collected by the whole staff:

- Purposely going out of their way to help others
- Acting as a positive role model
- Proactively completing extra learning, without being asked
- Supporting their peers to do the right thing
- Actively looking after the school equipment
- Actively looking after the school environment
- Volunteering for a specific role
- Putting others before themselves
- Praising others
- Actively encouraging others to participate
- Supporting their peers when they are in need of support
- Demonstrating increased effort

Appendix 2

Staff scripts examples

There is no one 'correct' script when a pupil digs in their heels. Try this to start with and adapt it for your context:

- I noticed you are (having trouble getting started/struggling to get going/wandering around the classroom).
- It was the rule about... (lining up/staying on task/bringing into school) that you broke.
- You have chosen to ...
- Do you remember last week when you ... (arrived on time every day/got that a certificate for)? That is who I need to see today ...
- Thank you for listening. (Then give the child some 'take up' time.)

Get in, deliver the message, anchor the child's behaviour with an example of previous good behaviour and get out. With your dignity and the child's intact

Message: You own your behaviour, your poor behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it)

Appendix 3

Restorative conversations:

Restorative Questions to be used for more significant incidents as a 'Time In'

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?

Appendix 4

The role of the Pastoral Leader

- Support the children
- Support the staff, which include CPD
- Mediate between children
- Host restorative conversations between staff and children
- Log incidents and frequency of visits on Safeguard
- Contact the parents and keep them informed - in liaison
- In the lunch hall/playground during breaks during management time
- To meet regularly as a team
- Regular conversations with staff
- Liaise with the Learning Mentor, Inclusion manager - including for external intervention/support