

# Behaviour Policy



**North Beckton**  
PRIMARY SCHOOL

**Written by: NBPS Behaviour working party**

**Date: Autumn 2024**

**Ratified by governors: Yes**

**Review date: Autumn 2025**

## **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 Headteacher, Head of School and Deputy Head Teacher 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, at numerous points throughout the year, 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 (Every Friday - 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:

### **Our Behaviour Steps:**

**Step 1:** A non-verbal reminder is given (e.g. sidewise praise; silently moving away objects from children; a look)

**Step 2:** A quiet, non-shaming, verbal warning is given

**Step 3:** Time out in own class in the calm corner (encouraged to use Zones of Regulation)

**Step 4:** Time out with Year Group Leader (at this point, a conversation may be made to parents/carer)

**Step 5:** Time out with Phase Leader (at this point, a conversation is had with parents/carers and a behaviour mark may be issued)

**Step 6:** Time out with AHT (a conversation with parents is had and a behaviour mark is issued)

**Step 7:** Time out with DHT/Head of School (individual letter sent home/phone call/meeting and a behaviour mark is issued)

If a child has been removed from the classroom, a **restorative conversation** between the relevant adult (the one who has removed the child) and the child will take place. At each step, adults will use their professional judgement as when to involve parents/carers – ensuring a balance of negative and positive communication to encourage partnership. Adults are encouraged to have frequent informal conversations with parents/carers about children's behaviour and learning. Steps can be jumped through if required depending on the nature of the incident.

## **Playground Incidents**

We understand that on the playground some of the steps need amending due to the change of environment. 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.

Playground behaviour steps are as followed:

Step 1: warning

Step 2: 10 minutes of missed social time (standing against wall or, if lunchtime and appropriate, regulating in 'Time For Me')

Step 3: full removal from playground (extreme physical violence/language) (parents are informed and staff judgement will be used to determine appropriate consequence, including a behaviour mark)

## **Behaviour Marks**

We understand that, at times, extremely inappropriate behaviour needs to be sanctioned. Therefore, certain behaviours can result in pupils receiving a behaviour mark (which is recorded in Arbor). When this happens, teachers are expected to inform parents. Within a half-term, if a fourth behaviour mark is given it will result in the child missing an hour of their social time.

Behaviour Marks may be given as a result of:

In class -

- Physical incident
- Continual answering back/being disrespectful

Outside -

- Playing or hiding in unsafe areas (KS1: near main Whiley Wing doors. KS2: behind PE cupboards, bike shed, library, school field, near Y4 classrooms, coming into the main buildings, Y2 toilets)
- Physical incident
- Continual answering back/being disrespectful

## **Reasonable Adjustments**

As we are an inclusive school, for children with a recognised Special Educational Need, reasonable adjustments may be made; this will be in agreement with the Inclusion Manager, SENDCos, Phase Leads and teachers.

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 handling 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 Phase 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 Phase Leader/Inclusion Team will observe the child in the setting and discuss strategies that could be used in class.
- The school will provide a 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 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 Pastoral team, for weekly nurture/self-esteem/intervention sessions; 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 Art Therapists, Educational Mental Health Practitioners, Educational Psychologists 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 a 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 Phase 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, Head of school, SLT 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 Phase 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

## Appendix 5

**At North Beckton,**


when speaking with children and dealing with behaviour



- **We praise first**
- **We correct quietly and calmly**
- **We support each other and ask for help if we need it**
- **We use restorative conversations**

**At North Beckton,**

we follow the 3Bes



Be Safe

Be Respectful


Be Ready

Adults regularly recap the 3Bes with children, having open discussions about what these look like, what constitutes going 'Above and Beyond' in these areas and, where necessary, what the opposite behaviours look like.

We understand that some children, particularly those with SEND, will struggle to follow the 3Bes and other expectations and demands of school life. Therefore, our policy allows for reasonable adjustments to occur, at the judgement of adults that work closely with these children. The expectation is that teachers know their pupils well enough to know what they are able to do and what additional support they may need. They will therefore adjust the way they manage inappropriate behaviours shown by these pupils (e.g. timetabled breaks, repeated use of the calm corner etc.)

**At North Beckton,**

we go 'Above and Beyond'



We believe that positive reinforcement of good behaviour is the most effective way of achieving both the Trust's and School's ethos'. We also believe in the importance of developing intrinsic motivation and therefore reward pupils when they go 'Above and Beyond' what is expected of them. This supports them in developing the necessary skills to become driven and active members of their communities.

Behaviour	Reward
Effort in demonstrating positive learning and behaviour	Verbal and written praise Headteacher's Award (one child per class per week)
Achieving the classes 'what we're working on' target	Name/picture moves up on the 'Above and Beyond' class display
Demonstrating the 3Bes	Relevant 3Bes sticker to wear
Outstanding, 'Above and Beyond' effort in learning	Gold star sticker in book
Consistently going 'Above and Beyond' in all areas of school life	Child of the Term (one child per class per term)

★ Above ★

and

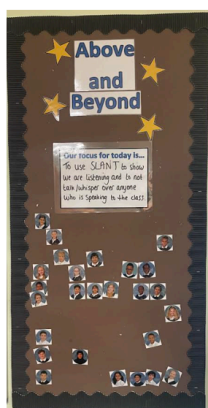
★ Beyond ★

Our focus for today is...

## North Beckton



### Examples of 'Above and Beyond' displays



Our focus for today is...

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### Routines and Expectations

- Adults will meet and greet children in the morning before reading with them
- Children will read their levelled book after quickly and quietly putting their coats and bags away
- When moving around the school as a group, children form a straight line – they walk with their eyes forward, hands to themselves and mouths closed
- When collecting classes from the playground, adults will walk the line, praising correct behaviour loudly and correcting quietly
- At lunchtimes, adults will collect their classes from the playground at 12:55 to allow time for lunchtime staff members to feedback any behaviour incidents (both positive and negative)
- Adults will practice routines with their class, including transitions to the carpet, tables and groups, as well as between activities
- When speaking to the whole class, adults will ensure all children are quiet before continuing
- If non-verbal warnings have not worked, adults will pause what they are doing to correct behaviour before continuing with the lesson

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### Break Times and Lunch Times

#### Outside

- Adults on duty to wear high visibility jackets and engage in children's activities where possible (following zoned activity timetable)
- Children to follow the 3Bes
- At the end of playtime, a two whistle system is used. All adults to make sure children have stopped moving and are listening to instructions after the first whistle, then walking calmly and quietly on the second whistle
- Sport leaders to tidy up equipment

#### Inside lunch hall

- Children line up outside following the lining up expectations when their class is called. They continue to follow the lining up expectations as they wait in the corridor
- When children enter the lunch hall, they collect their lunch before sensible sitting in the seat they are directed to. They must have their legs underneath the table and talk quietly to the people they are sitting with. If they need help, they must raise their hand and wait for an adult
- When finished, children put their tray and cutlery away and return outside

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### Inappropriate Behaviours and Consequences

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### Inappropriate Behaviours and Consequences

Behaviour	Consequence
Rude, disruptive or inappropriate behaviour in class	Follow behaviour policy steps
Unfinished work from lack of effort	Stay in class with support until finished (unless adult on duty)
Inadequate class routines (lining up/transitions)	Rehearsal of routines during break or lunch time
Swearing	Discussion with teacher Parents notified at the end of the day Logged on Safeguard
Break time conflict	Warning with explanation linked to 3Bes given Restorative conversation with an adult on duty Possible 10 minute time out
Physical violence and/or extreme verbal abuse (racism/homophobia etc.)	Straight to PL and member of SLT May result in internal/external reflection

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### Behaviour Marks

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#### In class

- Physical incident
- Continual answering back/being disrespectful

#### Outside

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*We understand that on the playground some of the steps need amending due to the change of environment and therefore:*

- Step 1: warning  
Step 2: 10 minutes of missed social time (standing against wall or, if lunchtime and appropriate, regulating in 'Chill and Chat')  
Step 3: full removal from playground (extreme physical violence/language)

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### Examples of going 'Above and Beyond' in the 3Bes

#### Be Safe

- Tucking in the chairs of other children
- Tying someone else's shoelaces for them
- Picking up things off the floor that aren't their own

#### Be Respectful

- Holding doors open without being asked
- Asking adults how they are or how their day is
- Offering to support other classmates who may be dysregulated
- Being an inclusive member of the school

#### Be Ready

- Rapidly showing adults their attention
- Having equipment ready prior to being asked
- Ignoring distractions in order to be ready for learning/instructions
- Being proactive in learning (doing extra work/research)

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### Examples of behaviours that may constitute a behaviour mark

Children are most likely to be given a behaviour mark for not following the rules 'Be Safe' and 'Be Respectful'.  
Some examples of behaviours that **may** result in a behaviour mark in these areas are:

#### Be Safe

- Being in prohibited areas on the playground
- Playfighting
- Physical altercations/fighting
- Showing significant aggression towards others
- Running in and out of school buildings

#### Be Respectful

- Continually being rude to adults who are calmly addressing inappropriate behaviours ('Yes but...' 'I don't care!' 'What are you going to do about it?')
- Walking/running away from adults who are trying to speak to them
- Eye-rolling and kissing teeth