

Beech Hill Community Primary School

Whole School Behaviour Policy

Reviewed by: All staff

Date: June 2026

Next Review: June 2027

Date adopted: June 2026

Rationale

At Beech Hill Community Primary School, we believe that good behaviour is essential to ensure that effective teaching and learning takes place. It is the responsibility of all staff, children, parents and carers to promote appropriate behaviour. We give the children positive recognition for good behaviour. This teaches the children that they can get the attention they want, need and deserve by choosing good behaviour. When children behave inappropriately we reject children's behaviour, not the children themselves. Our behaviour policy must be viewed within the context of the school mission statement and be seen to support the school's aims and values.

Principles underlying our Behaviour Policy

- Every member of our school community feels valued and respected.
- We promote an environment where everyone feels emotionally and physically safe and secure.
- Every member of the school community is treated fairly and in a manner appropriate to their individual needs.
- We seek to give every child a sense of personal responsibility for his/her own actions.
- Every child has the right to learn but no child has the right to disrupt the learning of others.
- There is a whole school approach to discipline with clearly defined protocols and procedures.
- It is expected that all adults (staff, parents, visitors and volunteers) will model respectful behaviour to the children in all their work.
- Where there are significant concerns over a child's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Strategies may be recorded in a learning support plan or where there is a high level of concern, a Pastoral Support Plan.
- It is the responsibility of all staff to actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

These principles are not primarily concerned with rule enforcement but are rather a means of promoting good relationships, so that we can work together with the common purpose of helping everyone to make good progress and develop healthy relationships with others. This policy is designed to promote good behaviour rooted in an ethos of kindness and co-operation, rather than

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merely to deter anti-social behaviour.

At Beech Hill, unacceptable behaviour is that which:

- Makes anyone in the school feel isolated or unsafe.
- Subjects anyone to violence, aggression or verbal abuse.
- Is disrespectful of people, property or the environment.
- Prevents teachers from teaching and other children from learning.
- Disrupts the safe running of the school.

Aims

- To ensure a consistent approach to behaviour throughout the school.
- To create an environment which encourages and reinforces good behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To motivate learning and good behaviour through positive reinforcement.
- To promote consideration and respect of others within their environment.
- To encourage the involvement of both home and school in the implementation of this policy.
- To ensure that the school's expectations and strategies are widely known and understood.
- To ensure that communication channels are clear and that relevant parties are informed when good or inappropriate behaviour occurs.
- To ensure that all members of the school community provide good role models for others.
- To ensure the safety and well-being of all members of the school community, within a caring and supportive environment.

Responsibilities

Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any adults in school also have high expectations of all pupils.
- To always uphold the 'Beech Hill Code of Conduct'.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a nonconfrontational manner.
- To raise pupils' self-esteem and encourage full and active participation in their learning.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use the code of conduct, class rules and sanctions clearly and consistently.
- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.
- To work together to write positive behaviour plans for individual children.
- To write appropriate risk assessments to maintain a safe learning environment.

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Children

- To work hard and to allow others to do the same.
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked.
- To take care of property and the environment in and out of school.
- To speak to each other in an appropriate manner.
- To co-operate with other children and adults.
- To be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for others and to speak to staff quietly and courteously.
- To be aware of the part they can play in solving problems.
- To sign and abide by the Code of Conduct (**See Appendix 1**).

Parents

- To support the Beech Hill Code of Conduct and school behaviour policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents evenings and support school events.
- To inform the school of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in full school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To provide good role models for children.
- To support their child in completing homework, including listening to them reading regularly.
- To sign and abide by the Code of Conduct (**See Appendix 1**).
- To make school staff aware of any information which may result in their child displaying behaviours other than those expected and accepted.

School Rules

Our school rules have been written by the children. There are specific reminders about what the rules look like in different parts of the school.

- 1. Be Kind**
- 2. Be Safe**
- 3. Be Ready**

The school rules are clearly displayed around each classroom and are referred to daily. Individual class rules supplement the school rules. Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture,

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access to resources and classroom displays all have a bearing on the way children behave. Adults must maintain a quiet, calm atmosphere and avoid shouting. Children should be led into their classrooms by their teacher in an organised and appropriate manner. Classrooms should be tidy, attractive and organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources

Rewards and sanctions

should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. The classroom should provide a welcoming environment.

Rewards

We feel that the best way of achieving a high standard of behaviour in and around the school, is to encourage a positive and supportive environment that enables children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. Rates of praise for behaviour should be as high as for work. In addition, we offer a variety of extrinsic rewards and motivations, which we hope will give the children additional encouragement. These include:

- Verbal praise
- Notes home/certificates
- Stickers/stamps
- Star of the day and star of the week certificates
- Merit assemblies / Going for Gold certificates
- House points
- Green points which can be used at the 'shop'.

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour. The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It should be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided.
- There should be a clear distinction between low level disruption and more severe behaviours.
- The sanction should be in proportion to the behaviour.

Inappropriate behaviour may have the following consequences according to the severity of the misdemeanour:

- Non-verbal signal
- Verbal warning
- Red flag on TrackIt
- At KS2, three behaviour sanctions result in time in at lunch time – this provides time to reflect on behaviour and is supervised by a member of SLT
- Referred to phase leader
- All incidents of Time Out are recorded and parents are informed

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- Discuss behaviour/incident with deputy head teacher who will impose further sanctions as appropriate
- Discuss behaviour/incident with the head teacher as appropriate

There may be occasions when inappropriate behaviour merits more severe sanctions. These may include;

- Working in isolation under supervision
- Suspension
- Permanent exclusion

In case of deliberate acts of vandalism, stealing, bullying, severe aggression or verbal abuse towards others or where three incident records have been received by the Head teacher, parents will be requested to attend school to discuss how to support appropriate behaviour and to sign a behaviour agreement. **(Appendix 2)**. If inappropriate behaviour continues, there may be further support from Targeted Education Services (TESS) and a pastoral support plan may be implemented.

A child who demonstrates sustained inappropriate or unacceptable behaviour and who fails to respond to positive input from staff may be considered to have a Special Educational Need. In such cases additional specialist help and advice e.g. from the Behaviour Support Team or Educational Psychologist may be necessary. (See Special Educational Needs Policy)

Restorative Practice

Our school community uses restorative practice to help create a restorative and safe learning environment.

Restorative questions will include:

- Help me understand what happened.
- What were you thinking/feeling at the time?
- What have your thoughts/feelings been since?
- Who has been affected by what happened?
- In what way?
- What needs to happen to put things right?
- What do you need to help you?

These questions are neutral and non-judgemental. They allow the person to tell the story and are likely to promote responsibility.

Exclusion and Suspension

On rare occasions it may be necessary to suspend or exclude a child. This would be for exceptional circumstances e.g. extreme violence towards another child or member of staff or constant disruptive behaviour which impacts on the learning or wellbeing of others. We expect all our children to display the very highest standards of behaviour on the playground as well as in classrooms.

In extreme cases where a child persistently demonstrates behaviour which threatens the well-being or safety of children and staff during lunchtimes, the head teacher may exclude the child from lunchtimes. In this instance, each lunchtime counts as half a day of suspension. Parents will be expected to collect and supervise the pupil. Only the head teacher (or the acting head teacher) has the power to exclude/suspend a child from school. The head teacher may suspend a child for

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one or more fixed period, for up to 45 days in any one school year. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. If the head teacher suspends or excludes a child, s/he informs the parents immediately, giving reasons for the suspension/exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The head teacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, it considers the circumstances in which the child was excluded, any representation by parents and the Local Authority and whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

Recording and Reporting

It is important to keep records of both good and unacceptable behaviour. The methods for recording may be in the following formats:

- TrackIt Lights
- Individual child behaviour record book/sticker chart
- Teachers own notes/log of behaviour
- CPOMS where behaviour is related to a safeguarding issue
- Time In record – this is recorded using TrackIt Lights.

Behaviour records are frequently monitored by members of senior leadership team and the pastoral support team. A termly report on behaviour is given to the Governing Body. It may be necessary to monitor some incidents of inappropriate behaviour more closely than others, following them up with the proper procedures and consulting appropriate parties, for example where a child has an identified special need. Behaviour can be a result of social, emotional and mental health needs and when children need adult support to manage their emotional responses they will receive SEMH intervention or be referred to external agencies.

Behaviour off site

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

School's power to discipline beyond the school gate.

School's expectations for positive behaviour off school site includes the appropriate use of media. Where inappropriate behaviour occurring beyond the school gates is reported to school, this will be investigated by staff and where appropriate, discussion with families will occur. There may be sanctions imposed for such behaviour in line with the behaviour policy that are appropriate to the severity of the incident that has occurred. Where a criminal act has taken place or there is a safeguarding concern, school may contact the Police. The objectives for school involvement beyond the school gates include but are not restricted to, maintaining appropriate behaviour on

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transport and educational visits. School have a duty of care to ensure behaviour which does not compromise the health and safety of everyone and to provide reassurance to the public about school's care and control of pupils and thus protect the reputation of the school.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform or is in some other way identifiable as a pupil at the school.
- Or misbehaviour at any time, whether the conditions above apply or not, that:
 - could have repercussions for the orderly running of the school; pose a threat to another pupil or member of the public; could adversely affect the reputation of the school.

The school will act in accordance with current DfE guidelines

Use of Positive Handling

Members of staff only intervene physically to control or restrain children, to prevent injury to others, or if a child is in danger of hurting him/herself. The actions of members of staff will always be in the best interest of the child and are in line with government guidelines on the *Use of Force*. Under no circumstances will physical force or restraint be used as a form of punishment. All incidents of positive handling are recorded and parents are always informed when members of staff have had to intervene. Staff members receive Team Teach training which equips them to manage challenging behaviours effectively and appropriately. Further information is available in the DfE Use of Force document on the department website.

Detention

Detention covers withdrawal of some playtime and/or lunchtime privileges. Children are rarely detained after school hours and only with agreement and cooperation from parents. After-school detention may be implemented if there have been frequent incidences where significant amounts of curriculum time have been lost by the child and/or his/her peers due to inappropriate behaviour. School will always work alongside parents if a child is to be detained after school, however, a child may be expected to miss a few minutes of his/her playtime following unacceptable behaviour without prior notice being given to parents.

Searching pupils and their possessions

The Head teacher has the legal power to search pupils [including bags and lockers] without consent if there are reasonable grounds for doing so. Teachers are not required to undertake such searches but they can instruct pupils to turn out their pockets and punish them if they refuse to do so. We may confiscate inappropriate items such as knives, matches or any other item which may harm a pupil or member of staff. The following procedures should be followed:

- Explain to the pupil what is going to happen before the search, this will give the child time to give up the item.
- Two members of staff must be present.
- The search must take place in an appropriate location to minimize upset.
- Parents/carers must be informed within 24 hrs.
- Weapons, knives and extreme or child pornography will always be handed over to the

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police.

- Other 'minor' confiscated items may be handed back to the child / parents / carers at the discretion of the head teacher.

Substance misuse

It is the policy of this school that no child should bring any drug, legal or illegal, into school. If a child will need medication during the school day the parent or guardian should notify the school, ask permission for the medication to be brought and complete the appropriate paperwork which should be countersigned by the head teacher or deputy head teacher. The medication should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. The school will take very seriously misuse of any substances such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed- term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by fixed term exclusion. The child will be re-admitted to the school following the fixed term. A parent or guardian of the child will also need to visit the school and discuss the seriousness of the incident with the head teacher. If the offence is repeated the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed. The Head teacher will ensure that there is clarity within the school community about the Behaviour Policy.

Additional support: Liaison with outside agencies

To support pupils in developing their social, emotional and behavioural skills, school will liaise with outside agencies to provide support for staff within school and for parents within the family home. This is done within a graduated approach to SEND for pupils whose Social, Emotional and Mental Health needs present a barrier to achievement. Examples of agencies that school can ask to become involved are:

- Targeted Education Support Service
- Educational Psychology Service
- Start Well
- Embrace
- Counselling services
- CAMHS – MHST worker
- Play therapist

Additional support

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A tiered approach to intervention is used across the school. Any new or different behaviours are recorded. Should these behaviours be cause for concern or occur frequently, a positive behaviour support plan is written. These include proactive strategies and reactive interventions and are reviewed regularly. Prior to the development of a positive behaviour plan, evidence is gathered and analysed to identify the form and function of the behaviour to ensure that any intervention is appropriate. The form of the behaviour is what it looks or sounds like; the function is the the purpose of the behaviour – what it helps the child access or avoid.

For those pupils whose Social, Emotional and Mental Health needs present a barrier to achievement there are a range of strategies that are available to support through the graduated approach where an increasing level of is offered and increases as a pupil moves through the approach to meeting SEMH need. These include:

- Quality First Teaching
- Small group support
- 1:1 intervention
- Work with one of our ELSAs
- Work with one of our Trauma Informed practitioners
- Work with our designated Mental health Support Team worker
- Support from outside agencies (see above)

All support is recorded in a plan e.g. a Learning Support Plan / Behaviour Plan, Pastoral Support Programme (PSP) and/or an Early Help Form (EHF), Positive Behaviour Support Plan (PBSP).

Following support, it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at alternative provision to support with developing regulating strategies, suspension and ultimately permanent exclusion .

Supporting pupil transition and changes

Pupils are supported at times of transition throughout the day and during the week by staff based in class and where required staff from within the Pastoral team. This could be where children are moving around the school for example. Where there are transitions that relate to changes in staff or moving year groups or Key Stages and also including the transition to Secondary School, the Pastoral team will create a transition plan for pupils identified as needing additional support

Equal opportunities

We will make reasonable adjustments in the application of our behaviour policy for pupils identified as having a disability. Where pupils' behaviour related learning difficulties are impacting on their access to the curriculum, we will make special educational provision. Senior Leaders in school regularly monitor logs regarding behaviour incidents which are stored electronically on TrackIt lights. This monitoring and analysis identifies trends and patterns and potentially at-risk pupils in advance. Where pupils have been identified, staff will ensure that all staff in contact with individual pupils will know the support plan and strategies that have been agreed.

Definition of disability

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Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities. This broad definition includes hidden disabilities such as dyslexia, autism, speech and language impairments, sensory and physical impairments and medical conditions such as diabetes and epilepsy. Some pupils with more complex SEMH conditions may also fall within the category of disabled these may include ODD, ADHD, Tourette's syndrome and some mental health conditions.

The needs of pupils with disabilities are met within the graduated approach. The vast majority will be met within the Universal offer. Some pupils will need strategies such as Lego therapy or peer massage whilst a smaller number may need Nurturing provision support. A very small number of pupils will need one to one support such as counselling. Staff will support pupils' SEMH needs whilst following the guidance in Keeping Children Safe in Education 2025.

Staff training

Staff have taken part in training to develop awareness of sensory processing and ADHD Friendly Schools training. In addition, specific staff have undertaken training specific to pupils with a diagnosis of Autistic Spectrum Conditions. Staff undertake bi-annual positive handling training and regular training in de-escalation strategies. Staff work closely with Specialist Provision School colleagues who provide training, advice & support on an Outreach basis for identified pupils. Beech Hill Community Primary will not tolerate malicious allegations against staff or students.

Dealing with malicious allegations against teachers and other staff

Should a student or parent/carer make malicious allegations against a member of the school that the investigation finds to be unfounded then the full range of sanctions available to school could be employed.

Parents should also be aware that it is prohibited to make public allegations or derogatory comments about members of staff (including publishing, reporting or any form of social media post) that could lead to a member of staff being identified. In such instances parents/members of the public would be in breach of reporting restrictions and there could be legal consequences. School follows the relevant DfE guidance.

In instances where pupils are found to have made malicious allegations it is likely that they have breached the school Behaviour Policy. The school should /will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)

In the case of a malicious allegation against teachers and staff such an allegation should be reported straight away, normally to the head teacher. In the absence of the Head teacher or acting Head teacher, or where the Head teacher is the subject of the allegation or concern, such reports should be made to the Chair of Governors. School will, if required, contact the Local Authority Designated Officer (LADO) whose responsibility it is to provide advice and to monitor cases.

The Head teacher will monitor the effectiveness of this policy on a regular basis. S/he will also

Monitoring and Review

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report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. At the start of the school year we will engage the whole school community in considering the policy on behaviour, including sanctions, so that all are aware of what is expected. It is important that pupils or staff joining during the school year have induction into expectations and processes. Our prospectus and website will include these details. Supply teachers will be immediately provided with an induction pack that includes a copy of the school's behaviour policy.

The Governing Body will review this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Dissemination

This is an open policy statement, which is available to staff, governors, inspectors, parents and the wider community and the school would welcome any feedback on its content.

Signed: _____ (Head teacher) **Date:** _____

Signed: _____ (Chair of Governors) **Date:** _____

Appendix 1



Code of Conduct

As part of Beech Hill Community Primary School we all follow a special Code of Conduct so we can achieve to the best of our abilities.

Staff at school will:

Treat pupils with respect

Know their children and know their names

Have high expectations of themselves and their pupils

Model good behaviour

Teach and promote social and emotional aspects of learning

Investigate incidents carefully and promptly listening to both sides

Ensure the classroom and other areas of the school provide a safe and attractive learning environment.

Prepare lessons carefully to meet the needs and abilities of all pupils

Let you know how your child is doing at school, at work and at play

Involve pupils in deciding the school and class rules

Work with families and other agencies to ensure smooth transition

Children will:

Arrive at school in good time

Treat adults and other pupils with respect

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Work hard in class and allow others to work
Respect and follow the agreed rules
Look after other people in the school
Report bullying or any accident or other incident
Look after the school equipment

Family Will:

Ensure their child arrives in good time and with the correct clothing and equipment
Ensure that on school days children have had a good nights sleep and have eaten breakfast
Treat school staff and other school families with respect
Let the school know if and why their child is not attending school
Model good behaviour to their children particularly around the school site.
Respect the school rules
Follow the Parents Code of Conduct
Attend parents' evenings and discussions about my child's progress
Notify the school of their child's needs

Appendix 2

Behaviour Contract Parent Meeting

Child:

Staff Lead Contact:

At Beech Hill Community Primary and Nursery School we want all children to succeed and achieve. To support this we have three clear rules:

Be Ready, Be Kind , Be Safe

We want to work together to ensure is engaging in school life so that he/she is getting the most out of his/her time at school and so that others are too. Currently your child is consistently not following our school rules and therefore is at risk of suspension. To help to prevent this from happening, we ask that you as a parent agree to the following expectations for your child:

I agree that my child must:

Be on time for school and lessons
Wear full school uniform and be smart everyday
Speak calmly and respectfully using appropriate language and tone of voice to children and staff inside and outside of the classroom environment
Solve problems using kind words without aggression
Stay in class during lessons and remain on timetable (Be Safe) –
Follow instructions from all adults at all times (Be Safe)

Failure to follow these simple expectations will result in sanctions being applied. Some of the sanctions we will employ (dependent on the situation) will include:

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- Time Out (reflecting on their behaviour with a member of staff during breaks, lunch time or after school)
- Asking your child to stay with an adult during breaks and lunch times or after school to complete unfinished work or anything that was refused by your child during the school day
- Asking you as a parent to come into school to complete the work / task that has been refused
- Lunchtime and/or break time fixed term suspension
- A fixed term suspension
- A permanent exclusion

I agree to supporting school in implementing all of the above to support with the improvement of my child's behaviour:

Signed by parent:

Signed by child: