



Behaviour Management Policy (Including Behaviour Principles)

This policy should be read in conjunction with the following policies and documents:

- Anti-bullying Policy
- Learning for Life (PSHE) Policy
- SEND Policy
- Dealing with allegations of abuse guidelines
- Online Safety Policy
- Staff code of Conduct
- The SWAN Trust Safeguarding Child Protection Policy
- School Curriculum

Introduction

Good behaviour is necessary for the safety and well-being of all. At Beaufort Primary School, we are committed to establishing a learning environment that promotes positive behaviour and relationships where children treat each other with kindness and respect. We recognise that learning to behave properly is part of children's personal, social and emotional education and development. We have an inclusive ethos that supports all children as they take increasing responsibility for themselves and their actions, and consider the welfare and well-being of others.

Aims

In implementing this policy, we aim:

- to foster a calm, purposeful school environment where poor behaviour is not allowed to interrupt the flow of learning;
- to reduce conflict and to make, mend and maintain relationships;
- to build emotional literacy;
- to ensure that all stakeholders recognise their responsibility and have a commitment to developing positive behaviour within the school;
- to ensure a consistent approach to behaviour management by all staff, volunteers and visitors to the school, based on mutual respect, fairness and justice;
- to support children in becoming increasingly self-disciplined and in learning to accept responsibility for their actions and put right wrong-doings;
- to develop confidence and a positive self-image for all;
- to develop children's ability to resolve conflict in a positive way;
- to create an environment where everyone treats others as they would wish to be treated themselves;

Principles

- All staff recognise that they are responsible for all children in our school, not just those they are in regular contact with, both inside and out.
- A clear distinction is always made between a child and their behaviour, emphasising that the child is valued, but their behaviour is unacceptable.
- Children must learn to take responsibility and be accountable for their actions.
- Behaviour is a communication whether conscious or subconscious of a social or emotional need that requires both validation and a response.
- The school has adopted 'restorative'. pedagogy (adults modelling the values and restorative skills and creating opportunities for their development amongst the children) rather than a punishment-based approach.
- Staff recognise that responses to behaviour should be personalised. Equality is about all pupils getting the response they need not all pupils getting the same response
- Staff recognise that early intervention may prevent problems escalating and will make contact with parents when patterns of poor behaviour are noted.
- Staff will remain patient, respectful and professional in their dealings with children. They will recognise the need for education and understanding and will show compassion for all our children.
- There should be no form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. Where intervention is necessary, only staff fully trained in 'positive touch' or Crisis Prevention Institute (CPI) Safety training (formally MAPA) techniques will intervene. All such incidents are recorded and reported to parents on the same day.

Practice

In order to achieve our aims and principles:

- Our expectations and behaviour strategies are clearly displayed around the school and on each staff members' lanyard.
- All staff provide positive role models in our own behaviour and treatment of others. Staff are responsible for building trusting and meaningful relationships with children ensuring children feel heard and listened to.
- All staff actively promote high expectations of all children's behaviour.
- Staff use praise specifically related to the children's actions to notice and encourage positive behaviour and the application of school values.
- All staff receive relevant training, advice and support with behaviour management and the restorative approach.
- Staff use a range of appropriate strategies to prevent poor behaviour before it occurs. This includes recognition of and response to a child's underlying needs. Other strategies may include attempting to refocus a child's attention on another activity, encouraging negotiation and/or co-operation and supporting children to resolve conflicts.
- Staff attitudes towards challenging behavior should be non-judgmental. All adults in school should try to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Pupils with behaviour difficulties need to be regarded as vulnerable (requiring support) rather than troublesome (requiring punishment).
- Teaching staff use Circle Time as a strategy in class, making time to discuss any behaviour issues.
- The curriculum is rich in PSHCE and values, which are taught as explicit, structured lessons as well as through assemblies and other opportunities.
- Staff keep a record of all significant incidents relating to behavior using the schools online reporting system.

- The SENCo liaises with other agencies for further advice and expertise when necessary.
- Teaching staff are responsible for providing an appropriately structured curriculum. This involves personalised learning which meets the needs of all pupils and encourages children to be active in their own learning.

Our Expectations of Pupils

At Beaufort, we have high expectations but only one rule:

“Treat others as you yourself would wish to be treated”

In order to live out the school values, children are expected to:

- Take **responsibility** for their own behaviour.
- Be **safe** in all situations.
- Treat others with **kindness**, courtesy and consideration.
- Allow others in the school community to **learn** without disruption.
- Show **respect** for the school community, including space and property.
- Be **honest** and make things right when they have made a mistake.

Approach to behaviour

In the classroom, children in breach of the values above will be issued with a reminder of expectation in a non-threatening way, then warnings (2/3 again referencing the expectation not being met. Should the behaviour continue, the child will be sent with a member of staff to another classroom for the remainder of that lesson with work to complete. The teaching assistant will settle the child, so as not to cause any disruption to the host classroom, before returning to their class. Should assistance be required, a note should be sent to a Senior Leader or other available adult. At the end of the lesson the teacher will meet with the child for a restorative discussion around the behaviour (to enable the child to reflect on and validate their feelings) covering:

- Ⓢ The expectation that was breached.
- Ⓢ How they were feeling and what they were thinking when the behaviour occurred.
- Ⓢ What the impact of the behaviour had been on themselves and others.
- Ⓢ How they could make amends to restore relationships and try to put the situation right.
- Ⓢ How they might respond with better choices in the future and how we can help them with this.

Outside of the classroom, when children are seen to be in breach of our expectations, any adult will intervene. For minor breaches, a warning may be given in the first instance. If behaviour continues, or an incident has occurred, the adult will spend time dealing with the behaviour. Time away from a situation ~~out~~ for ‘calming down’ will be offered as required. There would follow a restorative discussion, as above. Where a pattern of behaviour or issue has arisen around, for example, a game, the teachers will specifically teach around this to give children the skills and strategies to manage situations.

Monitoring of Behaviour

Behaviour is monitored through regular lesson observations, learning walks and parent/pupil surveys. Class teachers report on issues on a weekly basis to their phase leaders who then report to SLT. Serious incidents or persistent poor behaviour are reported on CPOMS (at the discretion of the Headteacher), and any incident involving racism and bullying and those resulting in exclusion, will be reported termly to governors. SLT will analyse patterns of behaviour across the school, taking action as required.

More persistent behaviour issues

We recognise that education of each individual child includes their social, moral and emotional education and will devote time to helping children to overcome issues and behave well. Children whose behaviour is causing concern on a regular basis may be referred to a middle or senior leader. This could be a phase leader or a member of the Senior Leadership Team. The child will be placed 'on report' to that adult so that they have a chance to discuss their behaviour more regularly and benefit from the praise and encouragement of another adult. At this stage, a meeting will take place with the class teacher, parents and leader involved.

Serious Incidents

We will not tolerate intentional acts of the following behaviours in our community:

- Prejudiced behaviour, including racism, sexism and homophobia
- Stealing
- Fighting
- Swearing
- Causing injury to another child
- Leaving the school premises without permission.
- Verbal or physical assault on a member of staff or another pupil.
- Malicious damage to school property or to the property of others.

The above behaviour will result in immediate referral to the Headteacher, or Deputy Headteacher in her absence and parents will be informed. Serious or repeated incidents may result in exclusion for a fixed period of time. The Local Governing Committee and the Local Authority will be informed and we will adhere to the formal Local Authority procedures. Repeated serious incidents could result in permanent exclusion from the school.

When bullying behaviour occurs, the School's Anti-Bullying Policy will be implemented. Records will be kept and Governors informed.

Partnership with Parents

Working with parents is a very important part of the behaviour management process and teachers will communicate regularly with the parents of any child who is still learning to behave, agreeing strategies and sharing information to support the child. In some cases, the SENCo or Family Link Worker may support this process and a referral may be made to the ELSAs.

We expect our parents to be supportive of the school regarding behaviour issues and to work alongside the school to develop strategies to improve challenging behaviour patterns when they occur. This may include

seeking the advice of other professionals. Our aim is for school and parents to work in partnership to the benefit of the child.

As part of our Home-school agreement, parents are asked to:

- Support the school in implementing the approach to good behaviour, discussing any issues with their child.
- Make sure that the school is kept informed of any change of circumstances that may have an effect upon their child's behaviour.

Parents are also informed of good behaviour and successes with 'honour book' and other certificates, stickers, postcards, letters, emails or texts home and verbal feedback/other rewards from the class teacher.

Role of the Governors

The Headteacher will report regularly to the governors about behaviour, including as part of the school's self-evaluation process. They will monitor the effectiveness of policies related to behaviour. In addition, the governors will support the Headteacher in dealing with serious or persistent behaviour problems.

Policy agreed by the Children and Learning Committee at their meeting on Tuesday 28th March 2017

Reviewed by the Local Governing Committee in Autumn 2023

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