



THE  
**Beaulieu Park**  
SCHOOL

# PRIMARY BEHAVIOUR POLICY

<b>Committee Responsible</b>	Staff / Student
<b>Lead Staff Member</b>	Principal
<b>Approved by</b>	Chair of Trustees
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## THE BEAULIEU PARK SCHOOL – PRIMARY BEHAVIOUR POLICY



### **Introduction**

At The Beaulieu Park School, we firmly believe that all children are entitled to be active and successful learners. This policy aims to establish our principles and practice to sustain positive behaviour for learning for the duration of a student's time at our school.

### **Our Culture for Learning aims to:**

- Provide calm, safe and stimulating learning environments that encourage and reinforce outstanding behaviour so that every pupil's learning and well-being is the best it can be.
- Ensure consistency of practice across the school, including response to both positive and inappropriate behaviours.
- Build positive relationships across the school, founded on our Core Values.
- Promote partnerships with families in the implementation of this policy.
- Provide a framework to support and promote socially acceptable behaviour.
- Ensure the development of positive attitudes to learning.

### **Expectations:**

The staff and families at The Beaulieu Park School have devised a set of expectations that we **all** work within during our time at school. These are known as our Core Values. They have been designed to focus on positive actions, rather than what children should not do. These Core Values are shared with children and their families before starting school and expectations are agreed by every child, their family and the school. This ensures that there is consistency and fairness in all areas of School life and forms part of the 'Home-School' Partnership Agreement.

As an inclusive School, we recognise that all children are unique individuals with specific needs. Therefore, within this consistent approach there is an element of flexibility to address the additional education needs for specific children.

### **Core Values**

The Core Values are displayed across the school in classrooms and communal areas and are as follows:

### Aspiration

- I am ambitious
- I am resilient
- I am hardworking
- I am optimistic
- I am courageous

### Respect

- I care for my environment
- I take care of myself
- I am polite and have good manners
- I value the views of others
- I celebrate the differences of others

### Responsibility

- I take ownership of my actions
- I am trustworthy
- I lead by example
- I am always ready to learn
- I make mistakes and learn from them

### Kindness

- I show empathy
- I care for others
- I am patient
- I am grateful
- I am helpful

These values are the focus of our assemblies and are interwoven throughout our curriculum.

### **Roles and responsibilities**

At The Beaulieu Park School, we as staff, children and families all have a collective responsibility to address examples of behaviour that fall below our expectations. In all our teaching, supervision and interactions with children, we aim to:

- create a positive ethos, with high, yet realistic expectations;
- emphasise the importance of being valued as an individual within a group;
- promote honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;

- ensure fair treatment for all, regardless of age, gender, race, sexual orientation and ability; and
- show an appreciation of the efforts and contributions of all.



### School procedures for promoting positive behaviour

In every class at The Beaulieu Park School there is a prominent and aesthetically consistent ‘*Good to be Green*’ display. On this display, all children have their own named pocket containing coloured cards.

- All children have the opportunity to make positive choices about their behaviour and influence outcomes
- Children can reflect on the choices that they have made and change their behaviour accordingly
- Children who regularly meet the school’s Core Values are recognised and celebrated (Children will receive a ‘green all week’ sticker in their reading diary to share with their families).
- Teaching staff use this system consistently within daily teaching and in other daily tasks beyond the classroom in order to promote positive behaviours.

How it works:

Traffic Light	Action
<b>Green</b>	<ul style="list-style-type: none"> <li>• All children start with their card <b>On Green</b> every morning and at the start of every afternoon session.</li> <li>• Successfully staying <b>On Green</b> all week will be recognised by the class teacher awarding the children with a ‘green all week’ sticker in their reading records so that they can share their success with their family.</li> </ul>

<p><b>Warning</b></p>	<p>Stage One: low level disruption such as:</p> <ul style="list-style-type: none"> <li>Disrespect to adults and other children</li> <li>Not keeping themselves safe (e.g. rocking back on a chair)</li> <li>Disrupting other children</li> <li>Deliberately not following instructions</li> <li>Play fighting</li> <li>Name calling</li> <li>Not telling the truth</li> </ul> <p>These are linked to the core values of our school and it will be made explicit to the children the reason for the warning. 'I am giving you a warning for...if you continue to break our core values, you will turn your card to yellow'.</p>
<p><b>Amber</b></p>	<p>If the stage one behaviour continues:</p> <ul style="list-style-type: none"> <li>• Pupil moves their card to <b>yellow</b>.</li> <li>• Pupil is given a further opportunity to address behaviour. If behaviour improves, their card can be moved back to green during the lesson.</li> </ul>
<p><b>Warning</b></p>	<p>As above</p>
<p><b>Red</b></p>	<p>If the stage one behaviour continues:</p> <ul style="list-style-type: none"> <li>☐ Pupil moves their card to <b>red</b>.</li> </ul> <p>or</p>
<p><b>Red</b></p>	<ul style="list-style-type: none"> <li>☐ A pupil will automatically receive a red card if they demonstrate any Stage 2 behaviours. These include:</li> </ul> <ul style="list-style-type: none"> <li>-Showing aggression/violence towards another pupil or member of staff -</li> <li>Swearing</li> <li>-Persistently disrupting the class</li> <li>-Causing significant distress to another child</li> <li>-Intentionally damaging school property or the property of another child.</li> </ul>

## **Red card time**

As a consequence of receiving a red card, children will miss part of their playtime on the day that the red card is given or on the following morning (5 minutes for Reception and key stage 1 and 10 minutes for key stage 2). This will be supervised daily by a member of the senior leadership team or a teacher and a log will be kept each time a pupil receives a red card.

The Senior Leadership Team (SLT) will monitor the red cards allocated. If a child has received 3 red cards during one week, parents/ carers will be informed and expected to meet with the class teacher and a member of SLT to discuss behaviour.

If the number of red cards exceeds 10 in a half term, a student may be required to have a daily report sheet that is seen by a member of the SLT every day and requires a signature/ discussion with a parent at the end of the school day.

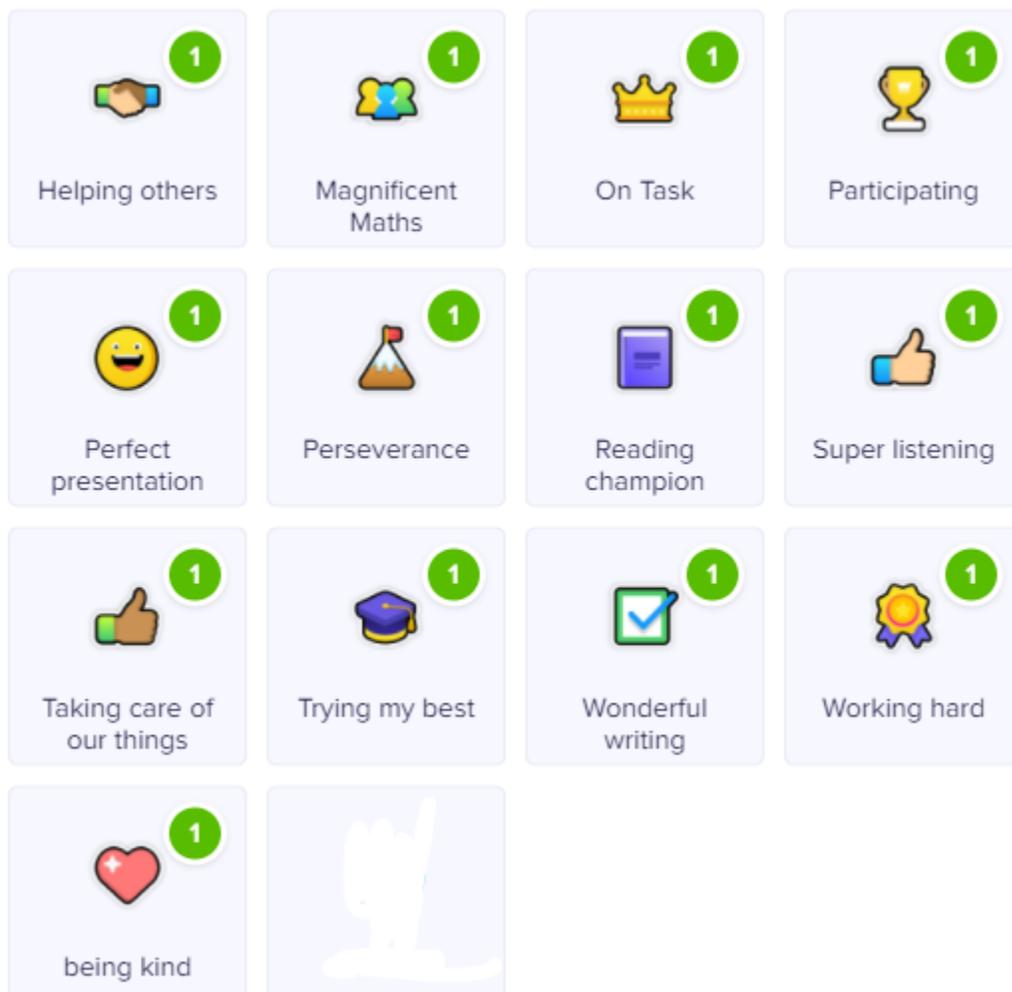
## **Rewards**

At The Beaulieu Park School, we place a strong emphasis on rewards to reinforce good behaviour, rather than focus on failures/ mistakes. We believe that rewards have a motivational role, enabling children to see that good behaviour has a direct impact on success.

At The Beaulieu Park school, we award the children with House Points to celebrate their personal and academic achievements.

Points can never be taken away and only one point is given at a time. The children in the class who receive the most points at the end of each week will be awarded a certificate and earn 'Beaulieu bucks' to spend in the school shop.

As well as demonstrating one of our core values, Beaulieu bucks can be awarded for the following reasons;



### **Communication and parental partnership**

We give high priority to clear communication between school and home. We create positive partnerships with our families from the very start as we recognise that these are crucial in promoting and maintaining high standards of behaviour and therefore progress and development.

The school will communicate policy and expectations to parents via the school website, meetings, emails and during parent workshops. Where a pupil's behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation.

As well as regular contact with families before/ after school and at planned parent's evenings across the school year, families will also have access to their class teachers via email, as well as being able to contact the Senior Leadership Team via email. These will be answered within 48 hours (within the working week).

### **Playtime and Lunchtime provision**

At The Beaulieu Park School, we expect our children to have high standards of behaviour at all times during the day, both in lessons and around the school. At playtimes, the play areas are staffed with Teachers, LSAs and play and lunch facilitators. Staff on duty are looking for opportunities to reinforce positive play behaviour with verbal acknowledgements e.g. 'I really like the way you are...'. Any low level disruption or inappropriate behaviour patterns noticed by staff on duty at lunchtimes will be noted daily and monitored weekly by the Head of School.

### **Exclusions**

We are an inclusive School and will work hard to develop strategies to include all children. However, in extreme cases, the school may use exclusions to maintain the health and safety of all our community. This is in a small minority of cases and is used either in the case of extreme events or persistent misbehaviour when the child has not responded to other strategies employed.

**Internal Exclusion-** This is within the School and means removing a child from their class to a senior member of staff for a period of time. This allows a child time to reflect upon their recent behaviour. Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or an extreme and serious single incident.

**A Fixed Term Exclusion** is considerably more severe than an internal exclusion, where a child is asked to stay at home for an agreed period of time. Only the Principal or a member of staff acting with the authority of the Principal can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made. A re-integration meeting with the Principal (or nominated member of SLT) will be held with the child and parent/ carer before the pupil returns to the school. The purpose of the meeting is to work in partnership with school and families, in order to assist the pupil with their improvement. Specific behavioural targets will be set for the pupil and agreed with the parent/ carer.

In the event that a decision is taken to permanently exclude a child, this school follows national guidance.

### **Positive Handling**

*Any teacher or teaching assistant may need to take reasonable steps to prevent injury or damage to property, or to maintain order (Section 93 and 95 Education and Inspections Act 2006)*

In some exceptional circumstances, it may be necessary for staff to use physical intervention in order to keep children safe. A physical intervention could be for example, putting a hand on a child's arm or shoulder to guide them assertively, or in some extreme instances holding onto or restraining a child's movement. In these instances, any action taken by staff must be reasonable and proportionate.

Any incidents involving restraint will be recorded in a central log kept in the school office and Parents/Carers will be informed on the day of the restraint.

At The Beaulieu Park School, any child who is likely to need this level of intervention will have an Individual Behaviour Plan with agreed intervention strategies. Consideration will be given to making changes to the environment and altering routines to reduce risk of incidents. Staff will use strategies to defuse and de-escalate the situation such as focusing on a diversion, continuing to offer reassurance and maintaining clear communication.

Staff at our school will use a whole team approach in circumstances that need physical intervention. Whenever possible, two people will remain to deal with any incident involving physical restraint. Staff will ensure that the intervention is:

- in the best interests of the child
- absolutely necessary
- reasonable and proportionate
- 

The Senior Leadership Team will ensure that there is always someone on the premises that has undertaken training for positive handling.

### **Individual Behaviour Support**

Children with additional needs and/ or disabilities may need additional behaviour support in order to achieve well and participate fully. For pupils requiring additional or on-going behaviour support, an Individual Behaviour Support Plan (IBSP) will be created by the SLT, in consultation with the class teacher and any external agencies working with the child and their family. The IBSP will be reviewed and monitored regularly.

The behaviour plan will take into account any individual special educational needs or disabilities that may impact on behaviour. Responses to particular behaviours will take into account advice from specialist support services. The class teacher and SLT will communicate the IBSP to parents and all adults working with the child to ensure a consistent response is maintained.

### **Looked After Children**

We are aware that all staff need to know which children have LAC status. A child's behaviour is very likely to be affected if they have spent a period of time in the care system. We are aware that we need to monitor the behaviour of these children and support appropriately, using outside agency support where necessary.

### **The Curriculum and Learning**

At our school we provide an appropriately structured curriculum and effective learning environment that encourages and promotes positive behaviours. Planning for the needs of individual pupils and structured feedback both help to avoid the alienation and disaffection of pupils which can lie at the root of poor behaviour.

## **Classroom Environment**

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, access to resources and classroom displays all have a bearing on the way children behave.

At the Beaulieu Park School, classrooms are organised to develop independence and personal initiative. Teaching methods are designed to encourage enthusiasm and promote active participation for all pupils. Each lesson taught will aim to develop the skills, knowledge and understanding which enable children to work and play in co-operation with others.

The Beaulieu Park Primary School has a 'no shouting policy'. Staff and pupils will communicate in a calm manner at all times.

## **Recording**

All notable negative behaviour incidents, together with any sanctions applied will be recorded on a central file and monitored regularly by SLT.

## **Links with other policies**

This behaviour for learning policy is linked to;

- SEND Policy
- Anti-Bullying Policy
- Exclusion Policy
- Education of Children in Care Policy