



## Behaviour Policy and Statement of Behaviour Principles



### Beal Vale Primary School

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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## **Aims**

The aim of this policy is to create a climate in which excellent teaching and learning can take place, where there is mutual respect and where achievement is valued, encouraged and rewarded. We believe that high-quality teaching promotes effective learning and encourages good behaviour. We expect to teach students to take responsibility for their actions and accept the consequences of their behaviour choices.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## **Legislation and statutory requirements**

What the law says:

The Headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils.

When deciding what these measures should be, the Headteacher must take account of the governing body's statement of behaviour principles. The Headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- pastoral care for staff accused of misconduct.

The Headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

(From Behaviour and Discipline in schools. A guide for head teachers and school staff Dfe January 2016.)

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools January 2016
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools (Appendix 4)
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

## **Principles**

At Beal Vale Primary School we intend that all the children should be taught effectively and have the opportunity to learn. It is our intention that children should be safe and happy throughout the day.

To enable this to happen, we believe that all members of the school community, children, all staff, parents and governors, should:

- Have high expectations for their own and others' behaviour;
- Respect and support each other, demonstrating a responsibility for others;
- Show respect for the school environment and equipment;
- Consider the safety of everyone;
- Help themselves and others learn;
- Make a positive contribution and recognise the contribution of others;
- Be listened to and listen to others;
- Realise the equal value of all and value differences;
- Avoid raised voices and aggressive body language;
- Treat all in a clear, fair, consistent and calm way;
- Expect and help the classroom to be a quiet, ordered place;
- Expect the relationship between children, teachers and parents to be one of trust;
- Recognise achievements;
- Expect good behaviour to be rewarded and poor behaviour to be punished.
- No physical punishment is allowed
- Prevent bullying in any form.
- To ensure pupils complete assigned work.

## **A consistent approach to Behaviour Management.**

For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles. We believe in the importance of 'negotiating' i.e. offering choices to the child. This helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel that they have lost control over their actions.

The phrase 'certainty not severity' should also be considered when dealing with behaviour. Our Rules were developed with the children, school council and staff.

The school will set high standards and will encourage good habits of work and behaviour from the moment a child enters the school.

All staff are expected to promote self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour.

## **Strong School Leadership**

Beal Vale Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school. The Headteacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The Headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

## **Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or

	performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

### **Roles and responsibilities**

#### The governing board

The Governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The Governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

#### The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

#### Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

#### Pupils - Children's Golden Rules - Whole School Rules

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property.

### Playtime rules

- We are gentle when we play.
- We are kind and helpful towards others.
- We respect everyone's games.
- We look after the playground.
- We listen to and keep the playground safety rules.
- We are honest with everyone.

### Lunchtime Rules

- We are polite.
- We will try new food.
- We line up calmly.
- We try to finish our lunch.
- We speak quietly.
- We walk carefully.
- We use good table manners.
- We keep the tables clean and tidy our plates away

### Classroom Management

Classroom management is key to promoting good behaviour. At Beal Vale Primary School we expect all classrooms to have:

- A positive classroom tone.
- Clear classroom rules displayed which have been agreed by the teacher and the class.
- A visual and interactive House Points chart.
- Clear expectations about work and work that is set at an appropriate level for the child.
- A visual timetable so children know what is planned for the day.
- An attractive, tidy, well-cared for environment.
- A well-planned environment so that children can move easily, can find resources, property respected etc.
- A time out area for children to 'cool down'. In classroom and by arrangement with colleague.
- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained.
- Strategic seating arrangements for children when working on the carpet or at a table.

KS1 and KS2 classes reward good behaviour with choosing time each week. This will take place weekly on a Friday Afternoon. The school also addresses behavioral issues through PSHE program.

### Rewards and Sanctions

Rewards are used to support class and team working as well as providing ideal means of rewarding good behaviour. Within the established positive learning environment at Beal Vale, children should expect to receive regular praise from all they come in to contact with. Class teachers are encouraged to agree rules with their new classes and use a range of personally favoured strategies as incentives for the pupils to behave well. Such strategies include:

- Verbal praise and encouragement
- Non-verbal praise – e.g. thumbs up
- Written remarks about good work
- Stickers
- Sending children to another teacher or Headteacher to share their work/good behaviour
- Displaying pupils' work and achievements

Within their classroom staff may use their own reward systems to encourage achievement and good behaviour. Achievement will also be recognised through Good Work Assemblies, by means of stickers, certificates or trophies.

We expect to reward:

- good or improved school work
- good or improved behaviour
- positive effort
- excellent attendance
- contribution to the positive ethos of the school e.g. care shown for others

We also operate a School House Point System. Each child is assigned to one of the following houses:-

- Briar
- Dawn
- Clough
- Rutland

Each class has a chart for recording class house points. The results for the week are collected and transferred to the whole school chart. The winning house will be announced during a whole school assembly and a trophy is awarded to the house captains. This is then displayed with the winning house name.

When noise levels rise the children feel it necessary to raise their voices to be heard. We will get the class attention using a range of methods in a calm manner.

For example:-

- Placing hands on heads or raising a hand, which they will copy.
- Wiggling your ears for younger children, which they will copy, reminding them to listen.
- Lowering your voice.
- Clapping

Teachers and other adults in the school should be polite and courteous and always treat the children with respect, providing positive role models. All adults should adhere to the school's 'Code of Conduct'.

Provide praise to those pupils who follow rules and reinforce and reward positive behaviour.

#### Attendance & punctuality awards

Good attendance and punctuality are celebrated. The class with the best weekly attendance is given an Attendance trophy at the Good Work Assembly. Pupils with 100% termly and annual attendance are awarded special certificates and prizes.

#### In EYFS

Pupils are rewarded for good learning and behaviour using a range of strategies. This will include stickers, verbal praise for positive behaviour and good learning, show and tell stories/ use of story puppets. Reception class children are introduced to the House Point system when they have settled into the school year.

#### Sanctions.

Our priority is to address unacceptable behavioural issues in a consistent way. Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation and a "cooling down" period may be advisable. However, issues should be addressed as soon as possible whilst memories are fresh and evidence available.

If possible, discussions should follow lessons rather than impinge upon them. Every effort will be made to maintain safety and retain pupils' access to the curriculum.

Punishments should be appropriate both in terms of frequency and severity. Through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others. When a pupil's behaviour falls below an acceptable standard, a range of sanctions will be enforced. Through working closely and openly with pupils and their families, it is our aim at Beal Vale Primary School, to resolve behavioural issues at the earliest possible stage. Behavioural concerns are logged by class teachers and monitored regularly by the Head Teacher and Deputy Head.

The purpose of a sanction is:

- To ensure that children understand when their behaviour has been unacceptable

- To show that action has been taken where another child, or children, has been hurt or upset as the result of another child's behaviour
- Whatever the sanction issued the behaviour will be discussed with the child so that they understand why the behaviour is acceptable. Staff are discouraged from punishing the whole group unless this is unavoidable or appropriate.

It is essential that the sanction be proportional to the behaviour. The table below sets out the range of sanctions we have to deal with unacceptable behaviours:

Low Level Behaviour - Parents may be notified if persistent	Serious Behaviour Parents will always be notified For example: swearing, deliberately hurting another child, wilfully breaking/damaging property and fighting.
The first time they misbehave they will be given a verbal warning.	For a serious incident – e.g. a child is being dangerous to others or themselves they will be sent straight to Head Teacher or Deputy Head Teacher.
If poor behaviour continues some privileges will be lost e.g. choosing time, playtime, as appropriate to the context and age of the child. Pupils may need to apologise, either verbally or in writing.	A Behaviour Incident form will be completed & Referred to senior member of staff
Time out (may be self elected) Isolation in class, away from other children for a short period of time.	Time out in the library.
Partial loss of playtime or lunchtime or working with an adult during these times.	Partial loss of playtime or lunchtime or working with an adult during these times.
Sent to the Head Teacher or Deputy Head Teacher for name to be entered into school incident book.	Internal exclusion – this is usually with the head teacher in the library area.
Discussion with family	Exclusion

### **Continual Behaviour Issues and Serious misbehaviour**

Where appropriate the school will seek to employ strategies short of permanent exclusion which it regards as the last resort. However, some kinds of misbehaviour are so serious that they carry a risk of fixed term or permanent exclusion for a first offence. These are usually behaviours that threaten the security and well-being of individuals or all or part of the school community.

The Headteacher, SENCo and/or Senior Leadership Team will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents is initiated. When appropriate and with agreement from parents outside agencies may be consulted.

### **Pupil support**

Whilst academic achievement is important, we recognise our role in developing the "whole child". Therefore we aim to promote not just intellectual growth but his/her physical, social, moral, spiritual, emotional, creative and aesthetic development, as well as raising self-esteem, encouraging a sense of responsibility, initiative, and self-discipline. (Beal Vale Statement of General Aims of the School 2012)

At Beal Vale Primary School we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult or the schools counselling service. We may also take the decision to refer to an outside agency for additional emotional support.

To support our School Ethos we offer counselling Services, teaching assistants, homework support, a variety of extra-curriculum activities and enrichment activities, 1-1 tutoring support.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Strategies for individual pupils with special needs**

Behaviour and social targets can be set. Targets should be understood by the child, parent and teacher. Targets should be specific, achievable by the child, and for a timed period. The child should be aware of the reward to be gained.

Parental support and interest should be enlisted. Further support is available through the SEN Co-ordinator.

Where a child is presenting persistent significant behavioural difficulties a plan to manage the child and bring about improvements will be written. Relevant staff, agencies and the parents will be involved. The plan will be communicated to all relevant staff.

### **Liaison with Parents and other agencies.**

Working with parents is an important part of supporting children with their behaviour. At Beal Vale Primary School we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the schools' home school agreement (Appendix 3) whereby parents are encouraged to sign to show a commitment to the ethos and work of the school.

We have a number of agencies which are available to support children and families with behaviour either at home, at school or both. Many of these agencies are commissioned by the local authority (OMBC) and are targeted specifically at the needs of our families.

Parents are expected to support good behaviour and positive habits in their children through the Home-School Agreement below and at parent meetings. Parents will be involved in discipline cases as appropriate.

### **Physical Intervention**

In some circumstances, staff may use reasonable force to a pupil to prevent them from:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical Intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents (appendix 6 for a behaviour log)

### **Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Organisation and facilities**

Beal Vale School benefits from an open plan design. The building is single story with central toilet facilities. The senior leadership team are visible and accessible within school. Embedded safeguarding measures are in place and the staff have a comprehensive training plan.

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state. Spaces include:

- The Library
- The playground
- A time out space within class and out of class
- The Head teacher's Office

### **Behaviour Strategies And Teaching Of Good Behaviour (Including Anti-Bullying)**

Strategies are put in place to tackle low level distraction in class which are matched to the child's particular circumstances. These are usually short-term, positive strategies which take into account the child's point of view. Through our PSHE curriculum and assemblies children have the opportunity to discuss issues and voice concerns. Stories, images and songs are shared which children are encouraged to reflect upon.

The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the promotion of positive behaviour. Bullying is wrong and it will not be tolerated at Beal Vale Primary School.

To support this principle, all children are told regularly, through class PSHE lessons and assemblies, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school. See also: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies July 2017 and the schools Anti-bullying policy.

Staff manage children's behaviour in a positive way by:

- Ignoring the inappropriate behaviour (providing others are not being distracted or are in danger)
- Praising and encouraging appropriate behaviour, often using children as an example – e.g. "I do like the way ..... is sitting so quietly".
- Praise the child when s/he starts to behave appropriately
- Boost the child's self-esteem by 'catching them being good.'
- Endeavouring to be fair and consistent in all dealings with children.
- Application of the School and Classroom Rules.

### **Playtimes**

Behaviour during morning and afternoon break times is monitored by the staff on duty.

At the mid-morning break the Teaching Assistants handle minor issues and refer to teaching staff if/when appropriate.

### Lunchtime

Lunch times are the immediate responsibility of the midday supervisors.

We aim to reduce playground problems by ensuring staff are trained in playground games and positive behavioural management.

Pupils have access to school based approaches such as stickers.

At lunchtimes the Midday Supervisors report major problems to the Midday Leader who, in turn may choose to report to the Senior Management Team.

Minor incidents are reported directly to the class teacher by the class Midday Supervisor.

### Exclusion

The school follows the DfE guidance. Only the Head teacher or his nominated deputy can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- the pupil seriously breaches the school discipline policy in a violent way;
- a range of alternative strategies have been tried and failed;
- If allowing the pupil to remain in school would seriously harm themselves, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Head teacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the child is required to follow an education programme at a school. If a pupil has been excluded for this length of time in one school year.

### **Monitoring and Evaluation**

Keeping records is essential. A written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher and the designated member of the SLT together with contributions from any other staff who are involved.

The Head will seek the widest possible agreement for this policy and will report annually to the Governing Body on its implementation. The Head must publicise the policy once per year to pupils, parents and staff and it is available on the school website. The Governing Body will evaluate the impact of this policy through data received from the Head on fixed-term and permanent exclusions analysed by number, types of behaviour that resulted in exclusion, year group, gender and ethnicity. The policy will be reviewed within three years or sooner if significant changes require it.

### **Off-site behaviour**

Teachers also have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, travelling to or from school, wearing school uniform or in some way identifiable as a pupil at the school, or misbehaviour at any time if the repercussions for the orderly running of the school are jeopardised, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

### **Staff Development and Support**

At Beal Vale Primary School, we believe that it is essential to adopt a shared approach to the encouragement of good behaviour and discipline. Good order and discipline is seen as the responsibility of all staff and it is important that everyone works together to achieve the school's aims. The behaviour and anti-bullying policies have been formed in collaboration with all staff and the Governing Body.

### Development

Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice. The Headteacher will ensure that staff are kept up to date with Dfe publications and guidance. The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child usually organised by our SENCo.

To support the encouragement of good behaviour and discipline in school, all staff receive appropriate and relevant training in behaviour management. All staff, including Lunchtime Supervisors, have opportunities to be involved in specific training in behaviour management. This allows for the updating of procedure and strategies as well as refreshing knowledge and understanding of the schools systems. Newly Qualified Teachers receive training and support as part of their induction. Any new members of staff will receive training in the schools behaviour policy and procedures as part of their induction.

### Support

It is the Governors and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.

Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the Dfe 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### **Allegations regarding person(s) working in or on behalf of school**

Where an allegation is made against any person working in or on behalf of the schools that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child
- b. Possibly committed a criminal offence against or related to a child or
- c. Has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

We will always follow the Oldham Safeguarding Children Board procedures and may contact the LADO. All records will be retained securely by the Headteacher in a locked filing cabinet. Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

The disciplinary process that will be followed if an accusation is found to be malicious is shown below. For an allegation to be described as malicious, it is necessary to have evidence that not only disproves the allegation, but also proves a deliberate intent to deceive. Where malicious intent is proven:

- The pupil and parent will be seen by a senior staff member and Governor, for the purpose of discussing the inappropriateness of the allegation and where necessary agree disciplinary action, which might include detention, school community service, written apology; and to agree the ground rules for future behaviour
- Where the malicious intent is demonstrably the result of a campaign by parents or other staff, advice should be sought from the LEA's legal team who will be able to offer guidance on appropriate action to further protect the member of staff concerned
- Referral may be made to LEA support services such Education Social Work Services or other behaviour support services for anger management, conduct counselling or guidance about managing future relationship with adults
- Referral may be made to, Educational Psychologist, Social Services, Child and Adolescent Mental Health Services or other specialist service.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Entering Reception**

We work closely with our pre-school providers and gather information from conversations and observations. Where necessary we will add in extra visits to a child's induction if we feel this will help establish relationships with staff and make the transition into school a positive start for the child and parents.

### **Mid-year transfers**

If pupils join Beal Vale Primary School mid-year the Headteacher will meet with the child and parents and share our approach and expectations of behaviour. We ask parents to be honest about any behaviour or friendship issues their child may have experienced. We have a structured approach offering new pupils pre-site visits, induction days, a buddy system in school to ensure smooth transition.

### **Moving to senior School**

Transition to secondary schools is supported with induction days, interschool meetings. Extra support is arranged for vulnerable pupils as required.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Antibullying Policy
- Health & Safety Policy

## Appendix 1



### Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The Behaviour Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body at Beal Vale Primary School every 2 years.



## Lunch time rules for children

1. Children must show respect and politeness to the midday supervisors and kitchen staff. Rudeness and answering back are not acceptable.
2. Children must walk at all times inside the school building.
3. Children are expected to eat their meals in a proper manner and use cutlery appropriately.
4. Children who have a school meal are expected to eat all of the food chosen and are not allowed additional servings until they have a clean plate.
5. Children who bring packed lunches must take home any uneaten food so that their parents know what they have left. Drinks must not be in glass bottles for safety reasons. Fizzy drinks are not allowed.
6. Before entering the dining hall, children are expected to go to the toilet and wash their hands.
7. Before going out to play, children are expected to go to the toilet and thus should not need to come into school before 1.15p.m.
8. Children must line up sensibly when told to do so and should stand quietly without being silly with other children in the line.
9. During wet playtimes, junior children should find an activity and then remain seated unless given permission by the midday supervisor.
10. Midday supervisors must be addressed by their proper title – the use of Christian names is not appropriate.
11. Children are expected to play sensibly and unruly/aggressive behaviour will be punished according to the severity and frequency of the child's unacceptable actions.
12. Children can only play on the grass with express permission from teachers or midday supervisors.
13. Children are not allowed to go to the fence to speak to anyone.
14. Children can only leave the playground for any reason with the permission of a teacher or midday supervisor.



**HOME/SCHOOL AGREEMENT**

Please find below the Beal Vale Home/School Agreement, which we hope that all parties will make a strong commitment to, and sign the document.

**The Headteacher and Staff of the School will try to :-**

- ✓ care for your child’s safety and happiness
- ✓ ensure that your child achieves his/her full potential as a valued member of the school community
- ✓ provide a balanced curriculum and meet the individual needs of your child
- ✓ achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- ✓ keep you informed about general school matters and about your child’s progress in particular
- ✓ be open and welcoming at all times, and offer opportunities for you to become involved in the daily life of the school.

Signature of Headteacher :.....Date:

**The parents/guardians I/We shall try to :-**

- ✓ see that my child attends school regularly, on time, and properly equipped
- ✓ make the school aware of any concerns or problems that might affect my child’s work or behaviour
- ✓ support the school’s policies and guidelines for behaviour
- ✓ support my child in homework and other opportunities for home learning
- ✓ attend Parents’ Evenings to discuss my child’s progress
- ✓ take an interest in my child’s life at school

Signature of Parent(s):.....Date:

**The pupil**

I shall try to :-

- ✓ attend school regularly and on time
- ✓ bring all the equipment I need every day
- ✓ wear the school uniform and be tidy in appearance
- ✓ do all my class work and homework as well as I can
- ✓ be polite, kind and helpful to others
- ✓ keep the school free from litter and graffiti

Signature of Pupil :.....Date:



Department  
for Education

# Use of reasonable force

**Advice for headteachers, staff and  
governing bodies**

**July 2013**

# **Beal Vale Primary School Golden Rules**

**We are gentle**  
**We are kind and helpful**  
**We listen**  
**We are honest**  
**We work hard**  
**We look after property**





**Behaviour Concern Form**

<b>Pupil Name</b>		<b>Year Group</b>
<b>Name of person completing form</b>		
<b>Time and date of incident /concern dd.mm.yy</b>		
<b>Incident/Concern (who – what – where - when)</b>		
<b>Any other relevant information ( witnesses – immediate action taken)</b>		
<b>Action taken</b>		
<b>Reporting Staff Signature .....</b>		<b>Date.....</b>
<b>Designated Person – Response/Outcome</b>		
<b>Designated Person Signature .....</b>		<b>Date.....</b>



**Bullying Concern Form**

<b>Pupil Name</b>		<b>Year Group</b>
<b>Name of person completing form</b>		
<b>Time and date of incident /concern dd.mm.yy</b>		
<b>Incident/Concern (who – what – where - when)</b>		
<b>Any other relevant information ( witnesses – immediate action taken)</b>		
<b>Action taken</b>		
<b>Reporting Staff Signature .....</b>		<b>Date.....</b>
<b>Designated Person – Response/Outcome</b>		
<b>Designated Person Signature .....</b>		<b>Date.....</b>