



BEAL VALE PRIMARY SCHOOL

Part of Crompton House CofE Multi Academy Trust

Salts Street
Shaw
Oldham,
OL2 7SY

Tel: 0161 770 5752

Email: info@beal-vale.oldham.sch.uk



Behaviour Policy

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Behaviour Policy

At Beal Vale Primary School we are committed to creating an environment where strong relationships are at the heart of everything we do. We are a restorative school whereby everyone is made to feel a part of our community. Our behaviour policy guides staff to support children to understand and reflect upon the impact of their words and actions through demonstrating respectful interactions with all members of the Beal Vale family. It is expected that all members of the Beal Vale family, staff, children and parents will adhere to the guidance set out in this policy to ensure that children are consistently immersed in a responsible, respectful and reflective environment.

Aims of the policy

- To create a culture of good behaviour for learning, for community and for life
- To create a culture of mutual respect and positive relationships within the community
- To help learners take responsibility for their behaviour and the consequences of it
- To support learners in understanding the importance of making safe behaviour choices
- To ensure that excellent behaviour is a minimum expectation of all
- To support learners to reflect on the potential consequences of their behaviour choices and to retrospectively reflect on how their behaviour has affected others and could be improved in the future.

Expectations of Adults

At Beal Vale, we expect the adults to:

1. Meet and greet at the door
2. Refer to “**responsible, respectful, reflective**”
3. Model positive behaviours and build relationships
4. Give first response to positive behaviours
5. Maintain a calm approach and always allow “reflection time” for a child to change their behaviour
6. Explain that you are using an additional strategy because the previous one didn’t help
7. Staff should not ignore or walk past learners who are engaging with negative behaviours if there are not other staff members dealing with the situation
8. Where staff see that a colleague is finding a situation challenging, they should ask if the staff member needs a change of face before becoming involved in the situation as this could potentially lead to a heightened incident

Senior Leaders

Senior Leaders are not expected to deal with behaviour situations in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners.

Senior Leaders will:

- Take time to welcome learners at the start of the day
- Be a visible presence around the school – especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support all staff in managing learners with more complex negative behaviours
- Use behaviour data (recorded on CPOMs) to target and assess best practice in year groups
- Regularly review provision for learners who fall beyond the range of written policies

Recognition and rewards for effort

We recognise that there are times when members of our community go above and beyond our standards and as such, we feel it is important that the community gets the opportunity to celebrate these instances. At Beal Vale we recognise that the use of praise can have a positive impact on a child’s self-esteem. A quiet word of personal praise can be as effective as a more public celebration. We believe that this is the key to building strong relationships especially with some of our harder to reach learners. Praise is given in a number of ways throughout our school such as:

- A positive affirmation to a child who is showing positive behaviour
- Positive messages shared with parents at home time
- A phone call home
- A 3Rs postcard
- A certificate in our Celebration Assembly
- Recognition in our half-termly “Secret Celebration Assembly”

3Rs Postcard

We aim to recognise any child who is going above and beyond in the use of our 3Rs in school. A postcard can be awarded by any member of staff and identifies the behaviour that has been seen. These postcards are then displayed on the 3Rs recognition board in class and set home every Friday to share our successes with parents.

Celebration Assembly

Our celebration assembly is on a Friday morning. One child from each class will be chosen as the classes “Pupil of the week”. Each child will receive a certificate from their class teacher and a copy will be stuck into the Celebration book. Over the course of the day, all children and staff in the class will have the chance to write or draw an affirmation for the child in the book around the certificate. The child will then be allowed to take the book home for the weekend to share with their family. This allows our families to share in the positive affirmations that we thrive on at Beal Vale.

Secret Celebration Assembly

Our Secret Celebration Assembly is an exciting event which happens at the end of each half term. Teachers will select two children from their class who they feel have gone above and beyond our school rules and values. The parents and carers of the chosen children will be secretly invited to attend a special event. The children will receive a certificate and following the assembly, they will have their photo taken and displayed in our Beal Vale Hall of Fame for the following half term.

Class Superstar

At Beal Vale, we feel it is important for children to recognise the positive behaviour of their peers and take an active part in celebrating this. Throughout each week, we encourage all children to nominate their classmates if they see them being a good friend, following the 3Rs or being a good role model. Every Friday, a child is chosen from the nominations to attend a ‘treat’ with the Head Teacher or Deputy Head Teacher. This can take the form of a hot chocolate, a cake, or a small gift.

Managing Behaviour

High levels of engagement is always our aim at Beal Vale Primary School. For the majority of our learners, a gentle reminder is all that is needed to ensure that they stay on task. Occasionally, a child may benefit from leaving the classroom for a short period of time – this would only happen when every effort has been made to support a learner to regulate themselves. Staff will praise the behaviour we want to see before calling out a negative

behaviour. All children should be given “reflection time” between each step to allow them to regulate. It is not possible to leap/bypass/accelerate steps for repeated low-level disruption. At all times, the adult should remain calm and in control. The Learning mentor is available for those children who need a moment out of class to regulate their behaviour. ‘The Den’ is a safe space where children can spend time to regulate their behaviour or take time to de-escalate when required.

Practical steps in managing and modifying poor behaviour

Learners are taught and reminded that they are responsible for their behaviour. Staff will deal with behaviour without delegating.

When behaviours do not meet our Beal Vale 3Rs of “**Responsible, Respectful and Reflective**” there are clear and consistent consequences in place. Staff will use the 3Rs language to reinforce to children that “**their behaviour is their choice**”. Staff will reinforce our expectations as shown below and allow children to rectify their behaviour choices. If unacceptable behaviour continues the teacher will hold a restorative conversation at the next available time to discuss the behaviours, review expectations and look at a possible sanction (through discussion with the child).

<p>We expect all pupils: Listen respectfully and not interrupt To not shout out without permission To settle down to work quickly and quietly Follow instructions sensibly Be respectful to peers and staff Use equipment sensibly</p>	<p>If expectations not met: Verbal warning</p>
<p><u>Unacceptable behaviours</u> Persistent incidents of not meeting above expectatons Pupils hurting others Use of offensive language Rudeness Impeding learning of others Minor damage of property Stealing.</p>	<p><u>Further sanctions – following a restorative conversation</u> loss of playtime Time out of class with an adult (short time to de-escalate/go for a walk/quiet time) Time in other class, for limited time, agreed with other teacher. Parents informed by class teacher, if necessary Behaviour recorded on CPOMS</p>
<p><u>More serious breaches of acceptable behaviours such as:</u> Deliberate disobedience/defiance, Deliberate destruction of property Racism Bullying Violet conduct/fighting</p>	<p><u>Possible consequences</u> Pupil will be referred to member of SLT Time out of class – work to be set by class teacher, supervision to be agreed with SLT and Class teacher Pupil to be given time to reflect before being reintroduced into class Parents will be informed Record of incident completed</p>

Restorative Practice

Beal Vale Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom. Efforts will be made to resolve the issue and a cooling down period may be advisable, if an emphasis on fixing the hurt caused by the behaviour. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse

Questions which would be the basis of a restorative conversation at Beal Vale Primary:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- How can we fix this?
- How can we do things differently next time?

Back on track plan (Appendix 1)

If a child requires a “back on track plan” to support them with their behaviour, this would be completed in conjunction with parents, teachers and the SENDCO. The plan would be personal to the child to help them manage their triggers as all other strategies have not been successful. Each day, the child would share their “back on track” plan with a key member of staff with whom they have a strong relationship and they can discuss successes or challenges with that trusted adult. There would be open communication with parents so that they are kept up to date with progress. After the initial meeting with parents, a follow up review meeting would be held with parents to see if any amendments were needed. The plan would run for 6 weeks to give the child the best chance of success. After this, it can be stopped or continued depending on the progress the child has made with managing their behaviour.

Behaviour Support Plan (Appendix 2)

At Beal Vale we recognise that all children are individuals and we pride ourselves on promoting the idea of children embracing their own personal identity. However, we know that some children find managing their behaviours and certain situations harder than others. These children will have a specific Support Plan completed by their teachers which will identify triggers, common behaviours and ways in which all adults can support them in managing difficult times.

A Personal Behaviour Support Plan may be agreed. This is a structured plan to gain a clearer understand of a child’s behaviour when it is agreed a more focused approach is

needed to support the child to make positive changes to their behaviour. This plan will be implemented and monitored by the class teacher with support from SENCO and will follow the Assess-plan-do-review model. The plan will be shared with all relevant staff to ensure consistent responses and management.

A referral to other agencies for further assessment and advice may be appropriate and this will be done by the SENCO with agreement with parents.

Exclusions:

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of our community.

Internal:

Internal exclusion will be at the discretion of the Head teacher and will be in response to a culmination of behaviour or extreme and serious single incidents. Internal exclusions will happen if behaviour has been persistently unacceptable. The class teacher must liaise with the member of staff who is carrying out the internal exclusion and set work for the day. Any child who is in internal exclusion will not be allowed out to play at break or lunchtime but will be given an individual break time with a member of staff.

External:

Only the Head teacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made.

Outside Class and Playground Positive Behaviour Management:

The principles of the Restorative Practice.

Lunchtimes:

- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidents.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- Serious incidents will be referred to the learning mentor / SLT and recorded on CPOMs. If a child is not following the school behaviour expectations the adult will give a warning to them, if the behaviour continues the pupil will have a time out for five for minutes or walk around with a member of staff on duty at lunchtime. After a conversation with the adult the child will return to the playground.
- 3R postcards will be given to children showing positive behaviour.
- Children must be engaged in restorative conversations and given an opportunity to share what has happened and incidents recorded properly.

Playtime:

- At morning playtime adults on duty are responsible for engaging with children through play and conversation.
- All adults must be vigilant to 'tensions' before they result in incidents.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside on duty and not come into school.
- There will be a teacher on duty each playtime (See rota in staff room).
- If a child is not following the School Behaviour Expectations the adult will give a warning to them, if the behaviour continues the pupil will be given a time out or walk around with the teacher for five minutes.
- In discussion with the teacher on duty, staff will inform the Head teacher or Deputy of any serious incidents.
- If behaviour poses a serious health and safety risk, a child is sent to the Head teacher or Deputy.
- **All significant incidents must be reported to the class teacher as they are collected from the playground and recorded on CPOMs.**
- 3Rs postcards will be given for positive behaviour.

CPOMs:

The CPOMs record serious incidents such as fighting, swearing, being threatening or abusive to others, damaging property, stealing, racist/homophobic incident, etc.

Children who engage in a serious incident such as the ones mentioned above will spend an agreed amount of time with a member of the SLT. To discuss the incident in a restorative manner and agree on a way in which the child can put things right. Class teachers / TA's will need to bring the pupil to the office at the beginning of break / lunch.

Pupil's conduct outside of school

Teachers have a statutory power to discipline pupils for misbehaviour outside of the school premises. (*Section 89(5) Education and Inspections Act 2006* gives Head teachers a specific statutory power to regulate pupils behaviour in these circumstances "to such extent as is reasonable").

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 **or**
- Travelling to or from school **or**
- Wearing school uniform **or**
- Is in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school **or**
- Poses a threat to another pupil or member of the public **or**
- could adversely affect the reputation of the school

Reasonable Force

At Beal Vale Primary School, key members of staff are trained in Team-Teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only ever be done for safety reasons and for the shortest time possible. Staff will only intervene physically to restrain a child in order to prevent them from injuring themselves or someone else. Damage to property is not acceptable but will not be a valid reason to restrain. Any instance of a child requiring physical intervention is recorded in line with government guidelines.

Behaviour Policy 2021 Covid-19 Addendum

In the event of Local Covid measures being reintroduced, the following addendum will be reinstated as necessary.

At Beal Vale Primary School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to be responsible, be respectful and be safe. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Safeguarding Policy. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Children will enter school through the main entrance at the agreed time. Children will enter with their parent/carer and will go straight to their designated bubble, keeping a 2m distance from any other individual, where possible. There will be markers on the floors and staff available to support children with social distancing.

At their designated home time, children will be collected by a parent at their designated exit and follow the one way system out of the school grounds.

Movement around the school will be limited. When the children leave their bubble classroom to go outside for break, lunch or outdoor learning, they will follow their designated route to ensure they stay 2m from peers and adults from other bubbles. Children will follow an adult from their bubble on their designated route.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. Pupils in Y1 to Y6 will be sat in rows facing the front of the classroom. When children enter their bubble, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats.

Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Each bubble will have designated toilets to use. Children will be supervised and encouraged to use the toilets one at a time (this may not always be possible with EYFS children). When a child has finished in the toilet they must wash their hands. Toilets will be cleaned by an adult regularly throughout the day.

Break times

Children will have a designated place to play during break times. Children will be expected to remain socially distant from both peers and adults during play and break times. Children must stay in their designated area at all times.

Rewards

Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted, however a member of SLT will be holding a virtual celebration assembly each week for Pupil of the Week awards.

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use **reasonable endeavours** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupil's working from home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via

Seesaw, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.