



BEAL VALE PRIMARY SCHOOL

Part of Crompton House CofE Multi Academy Trust

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Behaviour Policy

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Last reviewed by/on	October 2025	A.Rashid
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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. Good behaviour and good attendance are closely linked. The school expects pupils to attend regularly and punctually. 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. At Beal Vale Primary School, positive behaviour is explicitly taught through assemblies, PSHE, classroom discussion, restorative conversations and daily reinforcement of our 3Rs.

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.

We expect pupils to be:

Responsible

- Ready to learn
- Follow instructions
- Be Safe
- Care for property
- Making the right choices
- Wear correct uniform

Respectful

- Listen to others
- Be kind to others
- Respect differences

Reflective

- Consider impact on self and others
- Respond and act on feedback
- Learn from mistakes
- Repair relationships

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/Sticker
- A certificate in our Celebration Assembly

- Recognition in our half-termly “Secret Celebration Assembly”

3Rs Stickers and Postcards

We aim to recognise any child who is going above and beyond in the use of our 3Rs in school. A 3Rs sticker or postcard can be awarded by any member of staff and identifies the behaviour that has been seen. Stickers give an immediate visible sign that the child has demonstrated positive behaviour in line with our 3R expectations. The postcards are displayed on the 3Rs recognition board in class and sent 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. Pupil of the week winners will have the opportunity to sit at the ‘Captain’s table’ during dinnertime, early in the following week as a reward for their efforts.

Secret Celebration Assembly/Pupil of the Term

Our Secret Celebration Assembly is an exciting event which happens at the end of each term. Teachers will select a child 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 ‘Pupil of the Term’ badge to wear on their lapel and following the assembly, they will have their photo taken and displayed in our Beal Vale Hall of Fame for the following 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, juice, a cake or a biscuit.

Managing Behaviour

The school recognises that some pupils may require reasonable adjustments to behaviour support and expectations because of Special Educational Needs and Disabilities (SEND), medical needs or other individual circumstances. Staff will take account of these needs when implementing this policy whilst maintaining high expectations for all pupils.

High levels of engagement are 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. Teaching Assistants or member of SLT are 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 with the child and determine an appropriate consequence in line with this policy.

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	If expectations not met: Verbal warning following a restorative conversation
<u>Unacceptable behaviours</u> Persistent incidents of not meeting above expectations Pupils hurting others Use of offensive language Rudeness Impeding learning of others Minor damage of property Stealing	<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
<u>More serious breaches of acceptable behaviours such as:</u> Deliberate disobedience/defiance, Deliberate destruction of property Racism	<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

Bullying Violent conduct/fighting Incidents of sexualised nature	Pupil to be given time to reflect before being reintroduced into class Parents will be informed Record of incident completed
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Where appropriate, proportionate and reasonable, the school may require a pupil to attend a supervised reflection session during breaktime, lunchtime or, in exceptional circumstances, after the end of the school day. Parents/carers will normally be informed where a pupil is required to remain after school for longer than 15 minutes. The school will take account of the pupil's age, individual circumstances and any safeguarding considerations before applying such a consequence.

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, with 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

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 where appropriate 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

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 understanding 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 suspension 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 suspension may be used where behaviour has been persistently unacceptable or where a serious incident has occurred. The class teacher must liaise with the member of staff who is carrying out the internal suspension and set work for the day. Any child who is in internal suspension will not be allowed out to play at break or lunchtime but will be given an individual break time with a member of staff. Internal suspension will be authorised by the Headteacher or, in their absence, a member of the Senior Leadership Team acting on their behalf.

External:

Suspension and permanent exclusion will only be used as a last resort and in accordance with current Department for Education guidance.

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 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/stickers 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/stickers 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.

Incidents involving racism, homophobia, transphobia, disability discrimination or prejudice relating to any protected characteristic will be recorded and investigated.

Where behaviour gives rise to safeguarding concerns, staff will follow the school's Safeguarding and Child Protection Policy.

Uniform and Appearance Expectations

The school uniform is an important part of promoting pride, equality, belonging and readiness to learn. Pupils are expected to comply with the School Uniform Policy and attend school wearing the correct uniform and PE kit.

Where a pupil arrives without the correct uniform or PE kit, staff will seek to establish whether there is a genuine reason and will work with families to provide support where necessary.

Where uniform concerns arise, the following graduated approach will normally be used:

First Occasion

- Reminder issued to the pupil.
- Parent/carer informed where appropriate.

Repeated Occasions

- Parent/carer contacted by the school via telephone, email or letter.
- A reminder of the school's uniform expectations will be issued.
- The school will seek to understand and support any barriers to compliance.

Ongoing Non-Compliance

- A meeting may be arranged with the parent/carer and a member of the Senior Leadership Team.
- An agreed action plan may be put in place.
- The school may require inappropriate items to be removed or replaced where practical.
- Persistent refusal to comply with the School Uniform Policy may result in a proportionate behaviour consequence, such as loss of privileges, reflection time or other sanctions in accordance with this Behaviour Policy.

Children will not normally be excluded from learning because of incorrect uniform. The school will work in partnership with families to secure compliance with the School Uniform Policy.

Mobile devices and smart watches

Pupils must not bring or wear smart watches or other internet-enabled devices unless specifically authorised by the Headteacher. Any unauthorised device may be confiscated and returned to a parent/carer at the end of the school day.

Searching, Screening and Confiscation

The school has a statutory duty to maintain a safe, calm and orderly environment for all members of the school community.

School staff may confiscate, retain or dispose of any item that is considered to:

- Disrupt learning;
- Pose a health and safety risk;
- Contravene the School Behaviour Policy;
- Contravene the School Uniform Policy;
- Be inappropriate for a primary school setting.

Examples of items that may be confiscated include, but are not limited to:

- Smart watches or internet-enabled devices;
- Mobile phones brought into school without permission;
- Toys or games causing disruption to learning;
- Vapes, cigarettes or related items;
- Dangerous objects or items that could cause harm;
- Any item deemed inappropriate by the Headteacher.

Where appropriate, confiscated items will be returned directly to a parent/carer. The school reserves the right to retain or dispose of items where permitted by law and where it is reasonable to do so.

The Headteacher and authorised members of staff may conduct a search of a pupil's possessions where there are reasonable grounds to suspect that a pupil is in possession of a prohibited item, in accordance with current Department for Education guidance.

Searches will be carried out respectfully, proportionately and with due regard to the age, needs and dignity of the child.

Parents/carers will normally be informed where a search has taken place or where an item has been confiscated.

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.