

**Beecroft Primary School**  
**BEHAVIOUR: GOOD BEHAVIOUR POLICY UPDATED September 2022**  
**(Updated in line with DFE Behaviour in Schools 2022)**

“Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants. Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.” (DFE statutory guidance)

The central tenet of Beecroft Primary School’s behaviour policy is that:

**“All pupils to achieve high standards of work, behaviour and attitudes to others.”**

We are committed, at Beecroft, **to a belief that all children can behave well.** Good behaviour is a learned response, and our role is to provide a positive environment where very high expectations are the norm. We expect all pupils to show strong levels of focus, listening and attention in class. That includes putting hands up and joining in with lessons. We do not ignore lack of focus because we accept that to achieve well learning behaviours of focus and attention are prerequisites. Kindness and respect for others is central to the school culture and all the work we do with pupils.

The Headteacher has a legal responsibility for the good behaviour in school. Any concerns therefore, must be communicated to the Headteacher. (These include those of the class teachers who are leaders.)

All staff, led by the Headteacher and senior leaders embody the school culture. All staff – teachers and support – model and encourage respect from all pupils, create a high regard for authority, self-discipline, completion of reading and homework, and prevent bullying/name calling.

The leadership team are highly visible and will model good behaviour and will comment and discuss with teachers and staff practice which is effective or conversely ineffective.

All new staff are trained in the policy and supported to achieve it.

Pupils are trained consistently at the start of the school year so that they understand the routines and expectations.

**The behaviour policy aims to:**

- promote good behaviour, self-discipline and respect
- prevent bullying and ensure the safeguarding and safety of pupils.
- ensure that pupils complete assigned work
- . create a calm and consistent orderly school where pupils can learn and flourish.

Create a school where behaviour is outstanding/exceptional because pupils are highly motivated and persistent. Pupils actively support the wellbeing of others. Pupils make a highly positive tangible contribution to the life of the school and wider

community. They have high levels of self-control and consistently positive attitudes to their education.

### **Central Beliefs**

- All children are capable of behaving well. Good behaviour permeates through all aspects of school life.
- We expect all children to behave well including those with special needs. (SEND)
- Pupils are taught how to behave **explicitly**. The careful small steps and taught routines enable those with SEND to achieve the same high standards.
- The majority conform easily. Others with persistent problems will need dealing with immediately and consistent supportive systems to develop their good behaviour. The behaviour policy should be followed at all times.
- Well-planned and appropriate work, with clear aims and targets, is a prerequisite for good behaviour.
  
- Excellent explicit teaching using the 5 a day approach enables pupils to be successful with their behaviour.

### **How Is Good Behaviour Achieved?**

- Good Behaviour is created firstly through very high expectations of all staff
- No matter how experienced you are – checklists and attention to the small detail of routines, preparation, resources ready, planned steps, explaining to pupils, repetition every day ensures that the sequence of events is not left to chance.
- Get the simple, but essential, things right. (Who could have believed patients die in hospitals because staff fail to wash their hands)
- Know the names – on day 1- of all pupils.
- Praise good behaviour and celebrate success. “I like it when all pupils are sitting up well.”
- Meet and greet pupils by name when they come into the classroom.
- Have all resources ready.
- Have a visual timetable for each day.
- Praise the behaviour you want to see more of.
- Stay calm
- Have clear routines for transition times and stopping the class.
- TEACH the CLASS ROUTINES
- Explain everything – never just expect pupils to know.
- Ensure all adults in the class know your plan.
- Explain what is expected before every break time.
- Have clear plans for pupils likely to misbehave.
- Model how to walk and move around school.
- Have clear plans for pupils likely to mis-behave

Excellent standards of behaviour from all abilities of children are a pre-requisite for high standards of work from all children.

The high standard of behaviour and discipline in the school is created through the high expectations of all staff and their commitment. The 'tone' of the school is the responsibility of all staff led by the Headteacher and the Senior Leadership Team. This is achieved in a number of ways. Firstly, by showing a high positive profile around school. (Dinner hall, playground all round school) Children quickly get to know what is expected of them. Then by:

1. Reactions of all staff and appropriate rewards and sanctions when needed. (All staff)
2. Routines for the following times which are adhered to by all staff:
  - a) Assembly
  - b) Classroom routines
  - c) Playtimes
  - d) Lunchtimes
3. A special system and programme for the children who have caused/are causing particular difficulties. This is recorded and always put in place through discussion with parents/guardians.
4. Positive rewards for good behaviour and work. (Colour point system)
5. Involvement of children themselves in creating a good environment.

### **1. Reactions of Staff (most important)**

**Staff reactions and the way people work together to reinforce the systems and ethos of the school cannot be underestimated. It is of paramount importance that everybody plays a full part in speaking to all children in the school both about things that are going well and about behaviour and attitudes which are not to be condoned. Children soon learn that everybody is working together and that all Teachers play their part in the whole school. Staff need to be seen by children as constantly backing one another up! High expectations of behaviour and the outcome of good behaviour needs teaching and cannot just be expected.**

- Well done and praise to all children around the school when they are doing well. Not just to those in your class.
- All staff challenge all behaviour which is not good – in any Key Stage or class. There is strong and consistent support for individual staff endeavours.
- Deal with all misbehaviour – to ignore is to condone it.
- Set high standards of speech, manners and dress.
- Be consistent.

### **2. Routines and Messages which are Given By All Staff.**

#### **a) Assembly**

Assembly is seen as an important vehicle in the development of the ethos of the school. There is much positive reinforcement of that which is seen to be good and unacceptable behaviour is clearly outlined. Attitudes and values are reiterated in many different ways and emphasis is placed on – telling the truth, respecting the rights and property of others, acting considerately towards others, for example, in the

dining room or at playtime, taking personal responsibility for one's actions, helping others, self-discipline, honesty, good attendance.

Messages make clear that bullying, vandalism, anti-social behaviour, racist behaviour and the like cannot be tolerated and will result in decisive action. Respect for other cultures and an understanding of all kinds of people is central. On-line abuse is dealt with (even when out of school) by the Headteacher who will involve parents. (See Esafety Policy)

Procedure for coming into assembly:

1. Classes are reminded every day about how to come into assembly and what is expected of all children in the school.
2. Classes are brought into assembly in silence.
3. Children sit down, fold arms and face the front.
4. Ensure that any children who may talk are sitting next to the Class Teacher.
5. Supervise the class by eye-contact etc...throughout.
6. Praise for good classes (see Assembly).

## **b) Classroom Routines**

The first responsibility for classroom behaviour must lie with the Class Teacher. Create and sustain a stimulating environment. The classroom should be attractive, clean and tidy. It should be a positive, supportive and secure environment. Well-prepared and stimulating lessons earn respect and generate good behaviour. Children thrive on routine and it is far better to explain what is expected and how and then praise for doing the right thing than to say 'that is not right' when things go wrong. Praise when things are done well.

1. When we come in the morning we read in silence/do our mathematics on the board. (well done as pupils do this)
2. When I want your attention in class I will say 'stop,' or raise a hand or count down 54321. (Establish a method and always use the same)
3. We all fold our arms when listening to a child read out. (Model the behaviour that is expected by folding your arms.)
4. Organisation for clearing up routines through – monitors, books open in the middle of the table....Doing the same thing each time enables pupils to behave and understand what is expected. Consistency leads to good behaviour.
5. Reading diaries on the table on Monday morning.
6. Homework set and collected in on time.
7. Clear explanations and expectations made very clear: e.g. "I want you all to tiptoe silently to the chairs, carpet .....

1. Every class should have a system for the register e.g. carpet or chairs. (See Attendance Policy)
2. Set and reinforce clear expectations about how to come into the classroom. This should be reinforced everyday as part of the day.
3. Aims for lesson, part of day e.g.
  - I expect....
  - Good work looks like....
  - Praise constantly those doing the right thing.
4. Reading out of good work during the lesson – reinforcing good. Comment on and expect pupils to focus and not to play with pencil case or hands.
5. Time limits/pace of lessons/other activities.

### **Range of Sanctions:**

Non-Verbal expressions of displeasure – raised eyes, following a child with your eyes, a discreet shake of the head.

Asking a pupil to sit nearer the teacher.

A firm word (This does not mean shouting. A firm word can sound loud and it should always be authoritative.) It will be different from the tone used to teach.  
 e.g. I am disappointed because.... I have asked you to get on with your work.  
 Speak to the child individually before school or after the lesson to discuss what you expect to see. It is useful to have the key stage leader with you so that you have support.

The teacher has to use a range of tones and be in authority.

The teacher should expect eye contact from a child and an appropriate physical distance of 30cm (approx.) should be between the teacher and the child, when speaking 1:1. We have a behaviour book (Deputy Head Miss Brown) and records should be kept where constant discussion about behaviour of one pupil is needed. Repeated firm words should be unnecessary and may indicate that discussion is needed with parents and that a system is needed to ensure that the behaviour improves. This includes any pupils with Special Educational Needs as they are also expected to behave well. For the latter a 'Behaviour Plan' or star chart may need to be put in place. (See Deputy Miss Brown SEN Leader)  
 Any repeated off-task or lack of engagement in learning through distraction should be discussed firstly with the key stage leader, then deputy – and then this may need to be referred to the HT.

It is imperative that the ultimate aim is for all pupils to behave as good and outstanding teaching cannot result if any behaviour is off task.

With a challenging pupil, self-protection means it is good to have a leader present. Equally the HT will have a Deputy present when speaking to a child in the HT office.

Parents are always informed if an approach is needed that necessitates a programme or consistent firmness. Discuss with you key stage leader if you are unsure, Guidelines as below are for your protection.

In the case of a pupil with SEND and when agreed in the child's care plan, we would refer to the school's care and control policy to manage their physical behaviour.

**(As Safe Working Practice, "The general culture of 'limited touch' should be adopted. E.g. to stop a child hurting themselves, A specific need would require a positive handling plan which would be discussed with parents and senior staff – this would be needed in very exceptional circumstances.)**

**(See guidance for 'Safe Working Practice Feb 2014 in Staff Handbook)  
"A person/teacher should not use any form of demeaning or insensitive comments towards children. Any sanctions or rewards should be used as part of the behaviour policy."**

**There should not ever be physical forms of punishment (corporal punishment)  
Page 17 safe Working Practice.**

Other sanctions:

Repeating work

Stay in outside the office – playtime/lunchtime

Referral of child to Class Teacher, Key Stage Leader, Deputy, Head

In the event of serious problems the Head should be involved immediately. With serious matters parents are contacted and action discussed.

### **c) Playtimes**

The Teacher brings children into the playground when the bell is heard. The Teacher on duty rings this.

**The general rule is play with consideration for others e.g. no play fighting or rough play.** Children not playing well can be stood at the wall or should stay with the Teacher on duty. The Class Teacher should then be informed.

### **End of Playtime**

When the bell rings children stop and listen.

Second bell children walk quickly and silently into lines.

Children are taken into school by their Class Teacher and are reminded about how to go into the classroom at the door.

### **d) Lunchtimes**

Children in Reception to go into dinners promptly and will be given their dinner first.

Class Teachers will bring other children into the hall. Meals – first and second course will be collected on a tray. Children will clear the table and go into the playground as soon as they have finished their meal.

There will be a supervisor outside from when the children first go out. Year 5 and 6 go into the hall by themselves. They are responsible for helping to clear the chairs on a rota of colour groups.

### **3. Special Systems**

**Many of the children needing special systems are on the Special Needs Register. The Headteacher is personally involved with all children who are having problems with behaviour. Parents are contacted if a child is to be placed on a star chart. The HT builds up a relationship with such children and gets to know them well. The system is positive and restorative. (Few pupils need the system – 1 or 2 in any year and those coming from other schools where a proactive and positive start is needed)**

For those children who have persistent problems:

a) Children to be put onto a star chart which will have comments made by the Teacher for each section of the day. Comments will be on work and behaviour.

- Session 1: Before playtime
- Session 2: To lunchtime
- Session 3: Afternoon

(Award of max. 2 stars each session. Targets are set with the Head for the weekly total. A reward is agreed for target reached)

b) Chart to be taken to Head at the end of each session.

c) Parents to sign and comment on card.

### **4. Positive Reward Systems for All Children**

**All children in a colour group red, green and blue**

1. "Colour Points" to be awarded throughout the week (1, 2 or 3 at a time) for:-

- a) Good work for a particular child
- b) Good behaviour, first table ready etc...
- c) Improvement...  
(They should be set as targets at the beginning of the lesson)
- d) Good manners

It is important that the targets are discussed with the children so that they know how to gain the points.

There could be certain targets for a particular lesson e.g. "You will get two points if you write really neatly and it looks like....this...., and if all your colouring is neat and inside the picture".

"I am looking for those children who don't look up from their work in the next.....mins. They will get 1 point"

This will provide the opportunity in class to say....this table is working well if they keep at it some children may get a point.

Encouragement to individuals can also be provided constantly through the system.

1. The gold points are added up for each child on Thursday of each week. The 6-8 with the most points in each class get a badge of their group's colour and are written in the 'Gold Book'. These children are read out and stand up in assembly. These children wear the badge for a week and it means that when wearing it they have to be especially good around the school!

3. Four badges in any term means a letter to parents congratulating them and their children on

doing well. Children receive letters for 10 and 15 times in the Gold Book.

4. Which colour has done well each week?

3, 2, 1, points in each colour group are awarded depending on total of children's points in each class.

5. Mechanics of collecting the points:-

a) Points to be entered in the Gold Book – 3, 2, 1, for each class.

b) Central totals to be done by Mrs Craven

c) Individual names to be written in the Gold Book.

d) Children to be written under '4 times' section if they are due for a letter which will also be presented in assembly.

e) Year 6 to be responsible for changing the point totals in the hall on a rota basis. Other rewards: verbal praise, stickers for Key Stage 1, taking the work to Head.

6. Involvement of children themselves

It is very important that children feel part of and responsible for the atmosphere and feeling within the school.

Key Stage 2 pupils are involved in monitoring noise levels in the dining hall and reporting back to the school. All children are encouraged to keep the dining room clean and tidy and are praised for sweeping up, helping younger children etc....

Schools Council: This should be used for discussion in class and is an important vehicle for initiative and involvement (see School Council).

Class teachers should ask their own class what pupils think of the behaviour in their class.

### **How to Address Minor Behaviour Issues**

The school works on developing responsibility and a positive approach through **explicitly** 'teaching' what is expected at each point in the school day. There are times when repeated lack of concentration or not doing homework requires one of the following 'proportionate' approaches. Pupils should not miss lunchtimes and should never be sent out of class.

1. Forgetting – books, PE kit, library book, homework
  - Always ensure pupils know when to bring – homework diary, note to parents. Stick to the routine and train pupils to take responsibility. (all



pupils/people forget sometimes). Taking responsibility is the way the school develop pupils for success in the future.

- If P.E kit forgotten – use spare clean kit in the store. We want pupils to do P.E and not sit out.
- A verbal reprimand – a teacher ‘firm’ and controlled voice explaining what is wrong. (A change in tone different from a teaching tone)
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance the loss of a prized responsibility.
- Missing break time.
- School based community service or imposition of a task – such as tidying a classroom; helping clear up the dining hall after meal times;
- . Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed on a star chart (see below) for behaviour monitoring.

Any behaviour that is of more concern must be discussed immediately with the Headteacher. If pupils need additional support it should be prompt, predictable and done with confidence. The Headteacher will ring parents and arrange a meeting.

Reward for remembering – use colour points. This is the productive way forward (rather than using punitive measures)

Always keep to a positive approach as above.

INVOLVE PARENTS – All problems may be indicative of a wider problem at home or school.

2. By years 5 & 6 it is expected that pupils are developing good habits before High School so training by the teacher is essential.

Pupils coming into Beecroft from other schools: The Headteacher is fully involved with all pupils new to Beecroft. The school is highly successful in its programmes, led by the HT and senior staff, for integrating new pupils including those with behaviour problems.

Minor friendship problems – dealt with through a restorative process.

**Items that cannot be brought into school** (parents will be contacted immediately)

- 1 Mobile phones or home tablets.
- 2 Toys
- 3 Play guns/cap guns, scissors, knives

**Other policies to be read with the Behaviour Policy**

1. Keeping Children Safe in Education.
2. Attendance Policy
3. Esafety Policy
4. PSHE (Personal Social and Health Education)

(Kingston E Behaviour Policy September 2022 updated)