



Beamish and Pelton Federation

Behaviour Policy

Creating a Positive Learning Environment

The Beamish and Pelton Federation is committed to creating an environment where exemplary behaviour is at the heart of productive learning. All adults and children are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe.'

We aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments

Purpose of the policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Be on the playground or at the door of their rooms at the start of each session
- Regularly praise children whose efforts go above and beyond expectations
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'
- Make factual and accurate records on CPOMs so that additional support can be targeted appropriately

The Headteacher and The Senior Management Team must:

- Be a visible presence around both schools, on yard/at gate morning and after school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/Dojo messages/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour CPOMs records to target and assess interventions
- Support staff in managing children with more complex or challenging behaviours

Members of staff who promote positive learning environments:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children and adults in the school community
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Be Ready, Be Respectful and Be Safe

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

Our federation has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> 1. Be Ready 2. Be Respectful 3. Be Safe 	<ol style="list-style-type: none"> 1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the hall/playground at the end of every session 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language 	<ol style="list-style-type: none"> 1. Verbal praise 2. Recognition boards 3. Certificates and stickers 4. Phone call/message /note home 5. Speak to parent at end of day 6. Show work to another adults 7. SMT praise 8. Class Rewards 9. Special Mention 10. Work on Wow Work display

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

The Restorative Approach

The federation adopted the restorative approach to behaviour management. Staff underwent training in 2011 and have continued to develop practice with the Emotional and Wellbeing Team.

The Underlying Principles of the Restorative Approach

- The importance of positive relationships
- Taking responsibility for one's own actions and their impact on others
- Respect for the views and feelings of others
- Fairness

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this and seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

Staff have been trained in the use of a restorative approach to behaviour management. Laminates are available in each teaching space to remind staff of the key questions they should ask when resolving conflict.

The 5 key questions/ themes of the restorative approach are:

1. What has happened?
2. What were you thinking and so how were you feeling?
3. Who has been affected?
4. What do you need now to feel better about this?
5. What do you think needs to happen to solve the problem/ repair the harm.

The skills being nurtured in this approach are:

- Active listening
- Facilitation
- Problem solving
- Listening and expressing emotion
- Being non-judgemental
- Collaboration/empowering others

Class Dojo

Class Dojo is used in our schools to celebrate positive behaviours and to celebrate these successes with the whole school community including parents and carers. In our schools, we only use positive dojos.

At the start of each year, a short introductory message is sent out to the parents to explain what the Class Dojo is and how Class Dojo is used by them as parents and by the teacher. Each child receives their log on and pass code which is recorded in their planner. Letters from the Class Dojo and the letter from school are sent to every parent/carer by the teacher with instructions on how to log on. Due to GDPR guidelines, children cannot have photographs taken unless permission has been received and posted on Clasdojo or School Story. At the 'Meet the Staff' event, staff also introduce and explain Class Dojo, giving a demonstration to illustrate its use in school. Each week the Class Dojo is reset and the winner celebrated.

Teachers find the resources on the website useful when introducing Class Dojo to their class. www.classdojo.com

Introductory message to parents/carers

Hello and welcome to Class Dojo,

Class Dojo is an online tool used across school to celebrate achievement and promote positive behaviour, attitudes and independence. It will help you as a parent see how well your child is behaving and the positive things that they are achieving. It will also help you see when your child has forgotten something so that you can encourage them to become more independent.

Any messages that a teacher sends individually are only seen by you. You can also send a message via Class Dojo to the teacher. Please note, Class Dojo is only used to communicate quick messages or reminders and will only be answered during the working day. Teachers will not engage in conversation via Class Dojo so please make an appointment should you wish to discuss something.

Should you have any queries about Class Dojo, please contact your child's class teacher or by contacting the school office.

Kindest regards

House points

House points are awarded at Pelton for behaviours outside of the classroom in areas such as: corridors, in the hall; during assemblies or at break times. House points will be rewarded for good examples of behaviour for instance if a child holds a door open then they could be rewarded 50 house points. The children should be encouraged to hold open doors and be rewarded for this. The house points can be used to encourage good manners and the correct behaviour outside of the classroom. These house points should be recorded on the team house points in class.

Children need to be taught how to behave and this needs to be reinforced by consistent behaviour management strategies. In our schools we used these Stepped Boundaries:

Stepped Boundaries – Gentle Approach, use child’s name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p style="color: red;">Example - ‘I notice that you’re running. You are breaking our school rule of being safe. Please walk. Thank you for listening.’</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behavior I expect from you. Think carefully. I know that you can make good choices . Thank you for listening / I’m glad we had this conversation</p> <p style="color: red;">Example - ‘I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.’</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) <i>Playground: You need to(Stand by other staff member/ me / sit on the picnic bench/ stand by the wall etc)</i> <i>I will speak to you in two minutes</i></p> <p style="color: red;">Example - ‘I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit over here. I will come and speak to you in two minutes. Thank you for listening.’</p> <p>DO NOT describe child’s behaviour to the other adult in front of the child.</p>
4. FOLLOW UP RESTORATIVE CONVERSATION. – REPAIR & RESTORE	<ol style="list-style-type: none"> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. How do you feel now? 4. How did this make other people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently?
<p>*Remember it’s not the severity of the sanction, it’s the certainty that this follow up will take place that is important.</p>	

Parental Involvement

A positive partnership with parents is extremely beneficial to behaviour management. Frequent contact with parents is necessary and this should be done informally by staff presence on the playground etc. Parents should be informed of success and achievements as well as poor behaviour!!

Parents should always be involved in the compilation of a Behaviour Education Plan (BEP) or a Pastoral Support Plan (PSP). Regular Meetings should be scheduled to oversee progress.

Pastoral Support Plans must always be put in place after exclusion but may also be used at anytime to support a child's behaviour. Achievable targets are agreed and then monitored. Weekly meetings should take place between the teacher/ Phase Leader and the parents. The Pastoral Leader/SENCO or Headteacher will attend the first meeting, and one half way through the duration of the PSP. These meetings must be timetabled in advance. The Pastoral Support Program should only be terminated with the agreement of the Pastoral Leader/ SENCO or Headteacher.

Consequences and Sanctions

Most children will never need more than a reminder or warning but for some, other consequences and sanctions must be employed.

Sanctions that are unfair, inconsistent or really unpleasant tend to be counter-productive and are not in-keeping with this policy. Sanctions should always aim to repair the damage caused and should never be merely time-wasting. (e.g. letters to the victim rather than copying lines, pay-back time to catch up with missed work rather than 'missed playtime') Children respond well to symbolic aspects of sanctions; the sanction only has to elicit an emotional response to be successful; the severity of the sanction should always be kept to a minimum;

School staff must recognise that children may come to school with 'baggage' which can affect their behaviour. Providing additional support/ intervention before this behaviour becomes problematic may be key to the success of a positive classroom. Experiences in school which may not themselves be unpleasant can trigger off compelling patterns of behaviour (which may have developed out of school). These triggers may relate to learning, peers, adults/authority or organisations. Schools can recognise such situations and attempt to minimise them where possible.

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. These children may benefit from attended nurture group and /or counselling activities. School staff should discuss this with the SENCO before discussing with parents. Parental permission for both is essential.

Recording of incidents

Staff should record incidents of poor behaviour on CPOMS. This is especially important if the child's behaviour may warrant the support of outside agencies or be caused by a special educational need. Major Incidents need to be recorded on Major Incident Forms and the Headteacher informed. Incidents where children have had to be restrained must always be recorded on a Major Incident Form. A copy of the Major Incident Form should be uploaded to the relevant incident on CPOMS. Pastoral support plans must be attached or uploaded to CPOMS for the child.

Behaviour Displayed	Staff actions	Stage	Consequence
<p>Calling out, distracting others, not on task, playing with equipment, talking, not following instructions.</p> <p>Inappropriate play outside.</p>	<p>Positive reinforcements.</p> <p>CPOMs log completed to monitor ongoing incidents.</p> <p>Individual behaviour charts considered for positive reinforcement.</p> <p>Consultation with parents—Dojo messages, telephone, contact at end of day etc</p>	1	<p>Non-verbal cue</p> <p>Verbal Reminders</p> <p>Warnings</p> <p>In-class movement (Time out area)</p>
		2	Pay back in lunchtimes and playtimes in own class with Class teacher.
		3	Time out in another class for one lesson.
<p>Consistently disrupting learning.</p> <p>Disrespectful attitude towards others in school. Bullying behaviour towards others.</p> <p>Unsafe behaviour choices at playtime.</p> <p>Inappropriate language choices.</p> <p>Constant ongoing low-level behaviour.</p>	<p>Monitor behaviour and find opportunities for praise.</p> <p>Involve Senior Staff (Team Leaders)</p> <p>Behaviour Charts in place with parents' knowledge.</p> <p>Regular liaison with parents and carers.</p> <p>Pastoral Support Plans completed.</p> <p>Referrals made by behaviour lead or SENCO</p> <p>Deputy Head and Head Teacher involved</p>	4	Parents informed by teacher by telephone, or face to face contact at end of day.
		5	Pupil sent to Senior Member of Staff. Possibility of payback after school, or internal exclusion.
		6	Internal exclusion and/or payback time during or after school after consultation with parents before 2pm.
		7	Pastoral Support Plan in place. Teacher and Behaviour lead attend weekly meetings with parents and child. Consideration of a EWEL referral. SSP for behaviour in place. Boxhall Profile completed.
<p>Aggressive behaviour towards staff or pupils, both verbal and physical.</p> <p>Threatening behaviour towards others.</p> <p>Unsafe behaviour.</p> <p>Putting themselves and others at risk.</p>	<p>SENCO to complete appropriate referrals with class teacher.</p> <p>LA and Governors involved.</p> <p>Reintegration meetings held after exclusions. Parental meetings held weekly for the next six weeks as an aid to support behaviour.</p> <p>Major Incident Reports completed if necessary.</p>	8	Consider TUF or EHCP application for extra support. Crisis Support Service involvement in school, including the EWEL Team.
		9	Short-fixed term exclusion from school Refer and take advice from the LA behaviour panel. Consider an alternative placement (ie Waves Provision).
		10	Consider a 'Managed Move' to another school/ consider a PRU placement. Longer fixed term exclusion from school. Permanent exclusion.

Payback time during or after school.

Payback time is used when a child has missed learning time because of their behaviour. Parents must be informed by telephone (before 2pm when possible) if a child is to payback time after school and this should never go beyond 4pm.

EWEL Team/Crisis Support Service/ Pupil Referral Unit

The school can access the EWEL Team and/or Crisis Support Service for pupils who are having significant difficulty with their behaviour. This must be made by a referral through the Pastoral Leader/ SENCO. Parental consent is needed for this to happen.

The Pupil Referral Unit or PRU can be accessed for extreme behaviour. This is only possible if the school can demonstrate a paper trail of the support and interventions that have already been employed.

Fixed term exclusion

Exclusions will only occur following extreme incidents and are at the discretion of the HT. A fixed-term exclusion may be enforced if:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day's internal exclusion where the child works with an adult away from their classmates.

Permanent Exclusion

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Use of Reasonable Force

The government makes it clear that '*all staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.*'

The Federation has adopted Durham County Council's Restrictive Physical Intervention Policy which may be found on the Staff Policy folder on Sharepoint. Any incident which requires the use of force should be considered a major incident and a Major Incident Report should be completed by the member(s) of staff that dealt with the incident. Some staff have attended 'Team Teach' courses which provide training and advice on safe and appropriate holds which can be used to restrain pupils. The federation intends to roll out this training to more staff every year.



Major Incident Report

Name of child:		Year group:		Log number:	
Date of incident:		Time:		Incident Location	
Name of staff involved:			Names of witnesses:		
Reason for intervention					
Danger to Self				Danger to Others	
Serious damage to property				Severe disruption to other pupils	
Describe lead up to incident / Triggers					
De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very Effective)					
Verbal advice & Support				C.A.L.M talking	
Distraction				Success reminded	
Time out offered				Positive touch	
Time out directed				Listening	
Transfer adult				Social Space (CALM Body language)	
Choices				Negotiation	
Reassurance				Take up time	
Options offered				Planned ignoring	
Other				Please specify:	

Details of incident:

Positive handling strategies used & effectiveness rating (1=Not Effective 10=Very Effective)					
Caring C Guide		Friendly hold		Single elbow	
Double elbow		Figure of four		Chair Wrap	
Cradle		Standing wrap		Seated Wrap	

Breathing Monitored (ABC)		Number of staff involved	
Duration of physical intervention		Duration of incident	
Parents informed		Other Agencies Informed	

Medical intervention (Please mark every box YES or NO)

Injury suffered by child		Please specify: .
Treatment required		Please specify:
Injury suffered by staff		Please specify:
Treatment required		Please specify:
Injury suffered by others		Please specify:
Treatment required		Please specify:

Follow up.

What happened after the incident?

Please upload to CPOMS so that the Headteacher can add actions