



Bevington Primary School

Positive Behaviour Policy

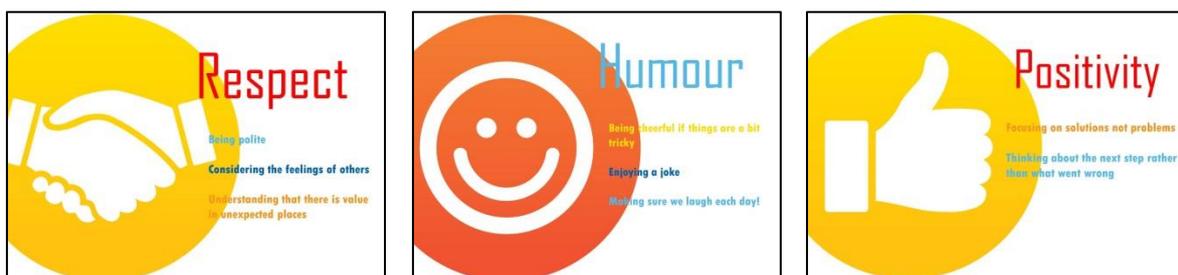
September 2020

“Every Interaction Counts”

Our School Vision



Our Core School Values



Our Ethos

At Bevington, our Positive Behaviour Policy focuses upon positive interactions with one another and places emphasis on building relationships between children and staff, as well as children and their peers. Underpinning our policy is the belief that everyone can learn to self-regulate their own emotions and behaviour through reflective thinking, which is further supported by our Mind Up curriculum. Ultimately, we wish to put children's emotional wellbeing at the heart of our policy, giving them confidence about their capacity to think for themselves and to make sense of their own lives and experiences beyond school and into the wider world. We understand that sometimes children need a more structured level of support in understanding that there are consequences to their actions. In these instances, we use a graduated approach which clearly shows children what the consequences could be, whilst also encouraging them that it's not too late to re-focus and get back on track.

A Bevington Learner

At Bevington we all agree that learners:

- Show **respect** to everyone they come into contact with
- Are **positive** in all aspects of school life
- Show **humour** and good-nature, even in the face of adversity
- Are determined to succeed and complete all of their work to a high standard
- Work towards our shared school vision
- Demonstrate all of Bevington's values on a daily basis.

A Bevington Class

At Bevington we all agree that a class:

- Demonstrates the values of unity and harmony
- Respects all members of the class
- Works together with humour and positivity
- Welcomes visitors warmly
- Acts as a role model to others
- Encourages all members to reach their potential
- Shares and learns together

At Bevington we are all model classes because we consistently:

- Work together
- Support others in lessons
- Treat everyone equally
- Line-up sensibly on the playground
- Walk silently around the building
- Collaborate to raise our class attendance

Home/School Charter

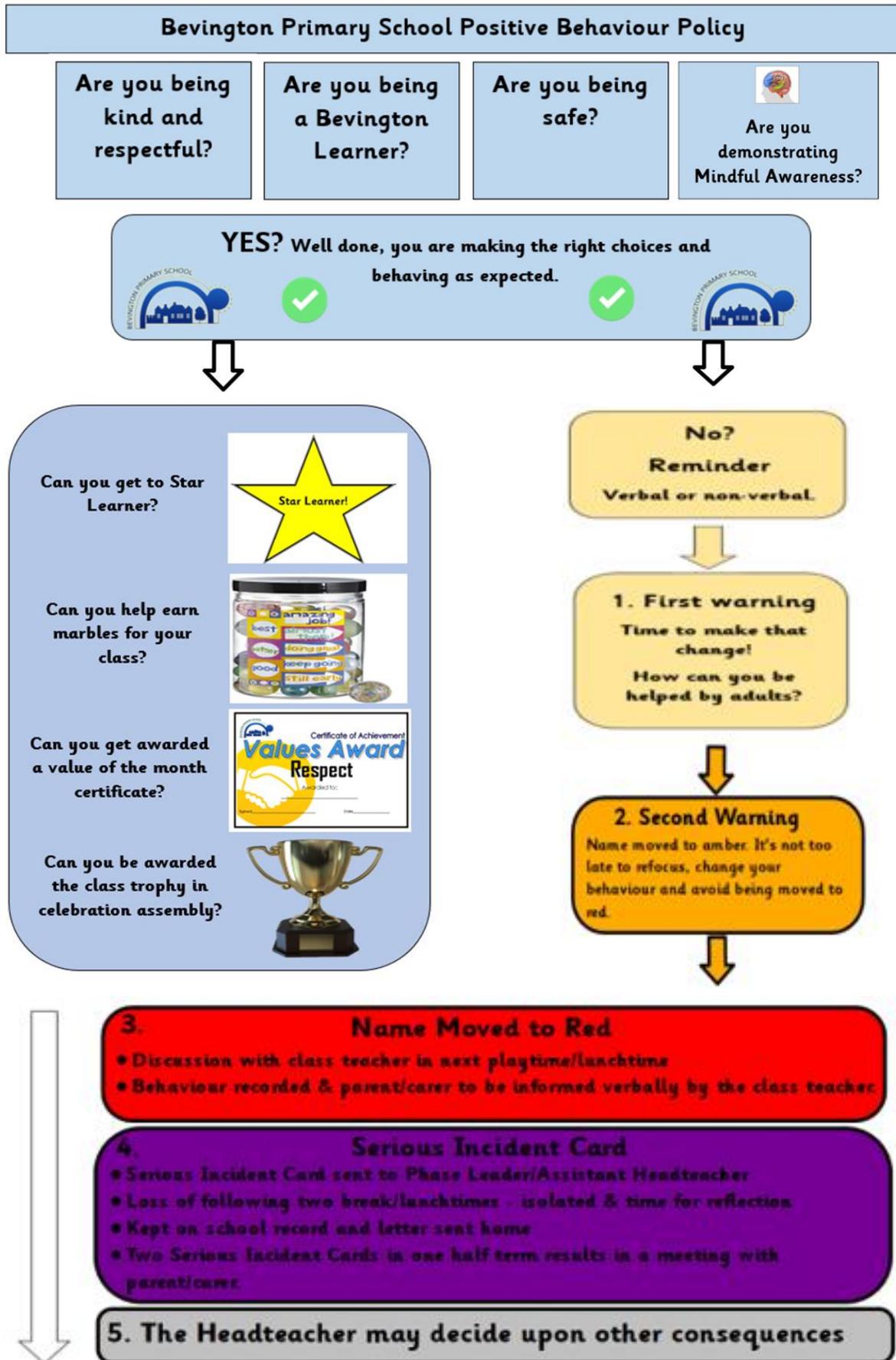
Home / School Agreement All members of the school community agree to adhere to the Bevington Code of Conduct. Parents & carers sign a Home/School agreement agreeing to support the school's behaviour policy.

(Please find a copy of our Home/School Charter in the Appendix)

Staff Behaviour

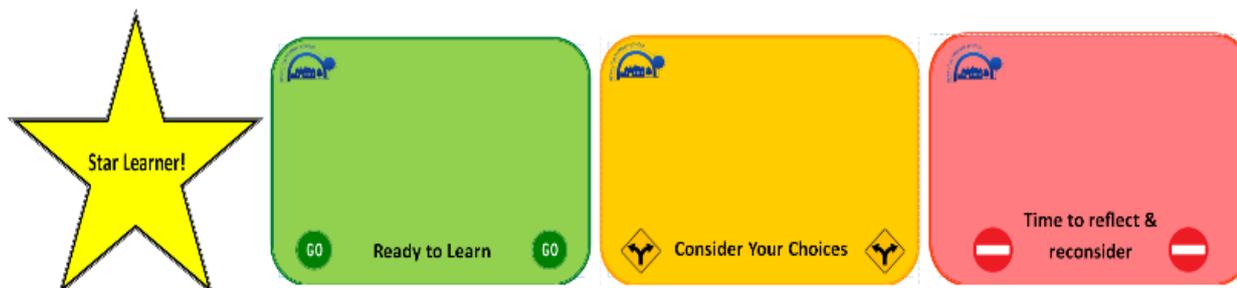
We expect staff to model our school values and display exemplary behaviour to our pupils at all times. We recognise that building positive relationships is the most powerful way of promoting outstanding behaviour, and we expect all staff to make this a priority. We think carefully about how we use language to encourage positive behaviour and promote self-regulation, and we relate this to our Mind Up curriculum wherever we can. Further detail about expectations for staff behaviour is contained within our Staff Code of Conduct which all staff sign upon appointment.

Bevington Positive Behaviour Flowchart



The Traffic Light System

There is a traffic light system in each classroom whereby all children start the day on green and can strive to achieve Star Learner/Gold Carriage (EYFS) during that session. The traffic light system is then re-set after break time and lunch time each day enabling children start afresh.



Name is moved down to red on the traffic light system

- Persistent low-level disruption that affects their own and others learning.
- Persistently breaking/disobeying the class rules.
- Being unkind to others.
- Not responding to the prior verbal/non-verbal warnings

If a pupil is consistently receiving having their name moved down to red, this is tracked by Phase Leaders and strategies of support can be looked at that may involve the pupil, teacher, behaviour mentor and phase leader.

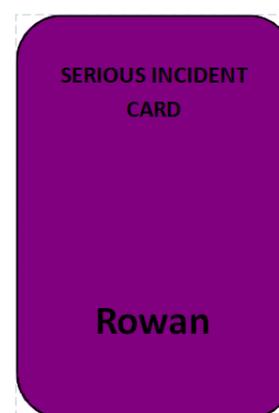
Serious Incident Card

The following are examples of 'serious behaviour':

- Deliberately, physically hurting someone.
- Racist or homophobic comments.
- Bullying
- Inappropriate language.

In the event of a child receiving a 'Serious Incident Card', the following steps are taken:

- The Serious Incident Card is taken immediately to Phase Leader/Assistant Head Teacher.
- Loss of the next two available break/lunch times. This is a time for reflection.
- Recorded on the school behaviour tracking form.
- A letter to be sent home to parents/carers (A copy can be found in the Appendix)
- Parents will be verbally involved as earliest possible opportunity.
- If a child receives two red cards within a half term then a meeting is called with the parent/carer.



Behaviour on the playground

Our expectations on the playgrounds are the same as in the classroom: we expect all children, adults and visitors to adhere to our values system. Staff members lead different activities on the playground to promote positive play and meaningful interactions. We also have a number of quieter areas where children can choose to read, play board games, dress up, or look at our gardens.

As in the classroom, if a child chooses not to adhere to our values system or falls short of our expectations, we follow a clear, consistent and rigorous process.

Behaviour on Trips

Our expectations on school trips are the same as in the classroom: we expect all children, adults and visitors to adhere to our values system. Staff members are aware that the change in environment and routine can affect children differently. Staff therefore ensure that children are fully briefed on the day ahead before leaving school, whilst continuing to remind them of our values system.

As in the classroom, if a child chooses not to adhere to our values system or falls short of our expectations, we follow a clear, consistent and rigorous process.

Reporting, Recording & Monitoring Unacceptable Behaviour

Reporting, Recording and Monitoring Unacceptable Behaviour Children are encouraged and supported to “sort out” disagreements with one another. Telling another child that they are not happy with their behaviour is a valid developmental skill. However, when a child feels this has not worked and someone else’s behaviour towards them is unacceptable they should always inform an adult at school and discuss with their parents later that day. Any reports will be investigated and followed up firstly by the adult informed or when necessary by the class teacher or a Senior Teacher. (it may not be possible to do this on the same day). All incidents are investigated in a thorough and fair way. Appropriate action is taken, which may include informing parents. Class teachers keep a record of a child’s low level disruption in class and involve their parents at an early stage. We believe that a close relationship and dialogue between class teacher and parents is vital in ensuring a positive learning environment.

(A copy of our Behaviour Tracking Form can be found in the Appendix)

Additional Support

If a child is struggling to make the right choices, there are a number of resources we are able to access which provide additional support.

Learning Mentor

We have a full-time Learning Mentor who provides ongoing support for children who are finding socialising difficult or struggling to make the right behaviour choices. Support is provided in a number of ways including:

- In class support
- Group interventions
- Peer mediation
- One-to-one interventions and sessions
- Playground support

SEN Support

Children receiving support for a special educational need (e.g. those with an Education Healthcare Plan), may present behaviour which needs to be dealt with outside this behaviour policy. In these instances, approaches and support will be discussed and agreed with all relevant parties, including the SENCO, class teacher, supporting teaching assistants, specialists and parents.

It is important to note that persistent, severe and/or disengaged behaviour does not necessarily mean a pupil has a special educational need. Where concerns arise, there should be an assessment to determine causal factors such as undiagnosed learning, communication or mental health issues. A multi-agency approach will be taken involving parents and other agencies to ensure pupils can continue to meet our high expectations so that they may remain within a mainstream school environment.

TBAP (Tri-Borough Alternative Provision)

TBAP run Alternative Provision settings within the Tri-Borough and also provide specialist outreach to children in mainstream schools. If a teacher feels that a child's behaviour requires specialist support, they must liaise with their allocated SENCO who may then refer the child to TBAP. The TBAP worker will then work closely with the child and teacher to find positive solutions to managing behaviour and encouraging positive choices.

Exclusions

Fixed-Term Exclusion

At Bevington we believe that no one person has the right to prevent children from learning and teachers from teaching.

If a child exhibits any of the serious behaviour on the previous page, or behaves in a way which seriously undermines others' right to learn and be safe, then they may need to be excluded from school for a short period of time. The length of the exclusion is the decision of the headteacher, or any member of the SLT in the absence of the headteacher.

In these instances, parents will be called immediately to collect their child from school. The parents will be given work for the child to complete during the period of the exclusion. On the child's return to school there will be a re-integration meeting, with the child, parents and headteacher.

Permanent Exclusion

On some occasions, and if all other avenues of support have been exhausted, a child may ultimately be excluded permanently from Bevington.

In these instances, we will follow all local and national guidance. This guidance stipulates that a decision to exclude a pupil permanently should be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The decision to whether to exclude permanently is for a headteacher to take, however there is an appeals process should parents disagree with this decision.

Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE Circular July 2013: The Use of Reasonable Force. The staff understand that 'reasonable force' means having physical contact with a child using no more force that is needed. Staff will only intervene physically to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The actions that we take are in line with government guidelines on using reasonable force. The following list is not exhaustive but provides some examples of situations where reasonable force can be used. Members of staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event, trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

| Ownership and consultation | |
|-----------------------------------|---|
| Document sponsor (role) | Assistant Headteachers |
| Document author (name) | Shainey Slater (AHT and SENCO) Stephen Smith (AHT KS2) |
| Consultation | Karen Matthews, Head Teacher Richard Byrne-Smith, Deputy Headteacher Joanna Po, Assistant Headteacher John-Paul Bedeau, Learning Mentor Tracey Simpson, Safeguarding Co-ordinator |

| Audience | |
|-----------------|---|
| Audience | All school-based staff and volunteers; Parents and carers; Pupils |

| Version control | |
|------------------------|----------------|
| Implementation date | September 2020 |
| Review date | September 2021 |

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|------------------------------|--|
| Related documentation | <p>All safeguarding related policies, including:</p> <ul style="list-style-type: none"> ○ Safeguarding and Child Protection Policy ○ Acceptable Use Policy ○ Attendance and Punctuality Policy ○ Staff Code of Conduct ○ Exclusions Procedures ○ Health and Safety Policy ○ Keeping Children Safe in Education ○ Online Safety Policy ○ Special Educational Needs Policy ○ SRE Policy ○ Staff Discipline, Conduct and Grievance Policies ○ Staff Handbook ○ Use of Reasonable Force ○ Physical Restraint Guidance ○ Whistleblowing Policy |
|------------------------------|--|

Review of Policy and Procedures

Bevington carries out a yearly review of this Policy, led by the Headteacher. This includes an evaluation of the extent to which this policy has been effectively implemented throughout the school. The Governors will remedy any deficiencies or weaknesses in addressing issues without delay and without waiting for the next policy review date, should any be necessary.

Appendix 1 – Home/School Charter



Home School Charter

As a school, we recognise that educating children is a process that involves partnership between parents, staff at the school, pupils and the wider school community. As a partnership, our parents will understand the importance of a positive working relationship to equip children with the necessary skills for their time at Bevington. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

The purpose of this charter is to provide a reminder to all parents, carers, pupils and staff to our school about the conduct expected of them. This is so our children can continue to flourish, progress and achieve in an atmosphere of that fully embodies the Bevington values.

| As a parent/carer at Bevington, I will: | As a member of staff at Bevington, I will: | As a pupil at Bevington, I will: |
|--|---|---|
| <ul style="list-style-type: none"> ✓ Support the school and its decisions. ✓ Ensure that my child attends school each day and arrives on time. ✓ Ensure that my child wears full school uniform ✓ Support my child in reading with them each day and ensuring they return their books to school. ✓ Support my child with their home learning and promote a love of learning at home. ✓ Respect all staff members. ✓ Ensure that my child respects all staff, pupils and the Bevington community. ✓ Raise any issues or concerns I have privately with a member of staff ✓ Contribute positively to whole school life and support school events. ✓ Be aware the school operates a rigorous Safeguarding and Child Protection policy which exists to protect the children and all in the school community. ✓ Ensure my child is prepared for school: has enough sleep, has the equipment/clothing needed and only uses media that is appropriate to their age. ✓ Engage with school communications by reading all emails and providing consent if appropriate. | <ul style="list-style-type: none"> ✓ Respect all members of the school community. ✓ Expect outstanding behaviour as standard. ✓ Ensure close adherence to all school policies, in particular the Safeguarding and Child Protection policy. ✓ Provide a balanced, stimulating curriculum. ✓ To inform all parents/carers of their child's progress at school. ✓ Inform parents/carers of any behaviour concerns. ✓ Adopt and promote the Bevington values in all they do. ✓ Be supportive and solutions focused. | <ul style="list-style-type: none"> ✓ Attend school, on time, each day. ✓ Wear full school uniform. ✓ Be respectful to all staff, pupils and the wider Bevington community. ✓ Model the 'Bevington Values' each and every day. ✓ Treat everyone equally. ✓ Resolve conflict peacefully. ✓ Be aware that negative behaviour is detrimental to my own and others' learning. ✓ Complete all school work to the best of my ability. ✓ Read every day at home and complete home learning. ✓ Help keep the school premises clean and tidy. ✓ Act responsibly online and be aware of the importance of online safety. ✓ Contribute positively to school life. |

Appendix 2 – Behaviour Tracking Form



Maple Behaviour Tracker
Autumn 1 2019

| | Week 1 2.9.19 | Week 2 9.9.19 | Week 3 16.9.19 | Week 4 23.9.19 | Week 5 30.9.19 | Week 6 7.10.19 | Week 7 14.10.19 |
|--------------------------------------|------------------|------------------|-------------------|-------------------|-------------------|-------------------|--------------------|
| Trophy Winner | | | | | | | |
| Name on Red | | | | | | | |
| Purple Card (Serious Incident) | | | | | | | |
| Total Incidents | | | | | | | |

Appendix 3 – Parent/Carer Letter regarding a Serious Behaviour Incident



Bevington Primary School
Bevington Road
London
W10 5TW

Letter Regarding Serious Behaviour Incident

Date: _____

Dear Parents/Carers,

I am writing to inform you that your child _____ (child's name & class) has been issued with a 'Serious Incident Card' for behaviour.

The 'Serious incident card' was issued because _____

The following action has been taken:

- The matter was referred to the Phase Leader & Assistant Head Teacher
- They will miss two break/lunch times to reflect upon their behaviour
- The incident has been recorded on their school record.

Please discuss your child's behaviour with them, sign the slip and return to school.

Remember that two such letters in one half term will result in Parents/Carers being called into school to discuss behaviour.

Yours sincerely,

(Phase Leader/Assistant Head)

- BEVINGTON PRIMARY SCHOOL – SERIOUS BEHAVIOUR INCIDENT LETTER

Child's name and class: _____

Date: _____

I have received the Serious Behaviour Incident Letter: _____

signed (signature of Parent/Carer)

Headteacher: Karen Matthews
Telephone: 0208 969 0629

www.bevington.rbkc.sch.uk