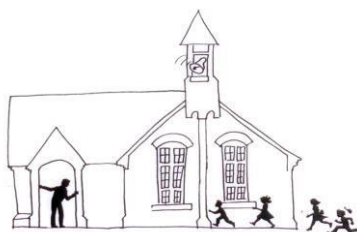


Beeston Primary School



Positive Behaviour Management Policy

Aims and Objectives

- To create a happy, safe and secure environment
- To work together positively to promote good behaviour
- To ensure that everyone feels valued and respected
- To promote self-esteem and develop self-confidence

Rights and Responsibilities

Children, parents and staff all have rights and responsibilities and need to work together to achieve our aims and objectives.

CHILDREN	
Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way which keeps self and others safe To be respectful to school property and that of others
To learn	To attend school regularly To be willing to learn To allow others to learn
To make mistakes	To own mistakes To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others
STAFF	
Rights	Responsibilities
To be treated with respect	To behave respectfully to others

To be safe	To behave in a way which keeps self and others safe
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner
To be treated courteously by all others in the school community	To model courteous behavior To recognize and acknowledge positive behaviour in others
To be made fully aware of the school's systems, policies and expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in promoting positive behaviour	To support others in developing their skills in promoting positive behavior To acknowledge areas of own skills which could be developed To try new approaches

PARENTS

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To make sure their child attends school regularly and is on time and fully prepared To talk to their child about what he/she does in school To talk to teachers if they have any concerns about their child's learning and wellbeing
To be listened to	To listen to others
To have access to information on the school's approach to behaviour and attendance	To absorb information and share concerns
To have concerns taken seriously	To share concerns constructively

The Home/School agreement, which parents sign, reflects these rights and responsibilities and both sides need to be reminded of the roles they play in the partnership. Parents have a responsibility to work alongside the school with behavior issues or intervention.

The school praises and rewards good behavior and believe this will develop on ethos of kindness and co-operation. This policy is designed to promote and reward good behaviour.

Good behaviour means we will be:

- Considerate and helpful
- Quiet and hardworking
- Kind, thoughtful and caring
- Polite and friendly
- Truthful
- Willing to discuss misunderstandings
- Trustworthy

How we Encourage Good Behaviour

We aim to create a whole school ethos of positive behaviour. All staff will demonstrate a consistent approach towards children.

- We praise children for behaving well
- We explain, teach and demonstrate acceptable behaviour
- We emphasise praise and rewards rather than sanctions, rewarding children for good behaviour
- We encourage children to be responsible for their own behaviour
- We address any problems immediately and encourage the children to talk about them
- We believe that behaviour is everyone's responsibility
- We listen to our children and value their opinions and views
- We give the children positions of responsibility
- We work hard to promote good relationships with parents/carers
- Staff set a good example to the children by being polite and punctual

Our zero-tolerance approach to sexual harassment and sexual violence

Beeston Primary School is committed to ensuring that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, in line with expectations of Paragraph 275 of the Ofsted Inspection Handbook (2022).

As a key element of our safeguarding culture, principles and procedures, children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will always be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include, but not be restricted to;

- Suspension for a fixed period

- Internal Exclusion
- Permanent Exclusion
- Referral to Norfolk Police

We have clear Safeguarding and Child Protection procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Norfolk Children's Advice and Duty Service (CADS) and to respond to advice from CADS for possible referrals to:
 - Norfolk Early Help
 - Children's social care
 - Police

Please also refer to our child protection and safeguarding policy for more information.

Rewards and Sanctions Procedures

Behaviour Charts

Every class has a behaviour chart displayed (red, yellow, green, silver and gold laminated card) which should be used as follows:

- Every child's name should be on green at the start of the day.
- Low level behaviour – verbal warning first time.
- Low level behaviour – second reminder child's name moved to yellow, 5 minute timer for them to reflect on behaviour and brief restorative discussion with member of staff and if appropriate other pupil(s)/staff involved.
- Low level behaviour – third reminder, moved to red, timeout (arranged by teacher) or missed break, followed by restorative conversation. It is important that this is carried out during the lesson or immediately after, rather than the next day. Record red incidents onto CPOMS.
- Higher level behaviour can result in an immediate move to yellow or red at the adult's discretion. In the instance of higher level behaviour such as physical contact, a call should be made to the family involved and recorded clearly on CPOMS.
- After lunch, anyone on yellow or red should be moved back up to green for a 'fresh start'.
- Positive behaviour may be rewarded by moving up once to silver on the first occasion and to gold on the second occasion.
- Stickers, certificates in celebration assembly and/or telling the family what a brilliant day they have had are all to be encouraged.
- At the end of the day all children should return to green ready for a fresh start the next day.

Housepoints

- Every child is in a house team.
- We attempt to put siblings in the same houses where possible.
- Housepoints are awarded for good work.
- A housepoint is awarded for being on silver at the end of the day.
- Two housepoints and a marble/bean are awarded for being on gold at the end of the day.
- When children have collected 25 housepoints they receive their bronze award.
- Children collect a further 50 housepoints for a silver award.
- Finally, children collect an additional 100 housepoints for their gold award.
- Platinum award, a further 100 housepoints.
- Every week in assembly, housepoints to be announced – points for the week and running total.

Marble / Bean Jars

- Each class has a jar in which the children can work as a team to collect 100 beans/marbles to earn a reward.
- Children on gold at the end of a day put a marble/bean in the jar.
- Marbles/beans can be awarded for anything where the class have worked as a team to achieve something, e.g. brilliant behaviour in assembly, very focused 'fluent in 5', quick getting changed, coming in after break ready to learn, being responsible on a trip, etc.
- When 100 marbles/beans have been collected, class to agree with each other and the teacher an appropriate award.

Certificates

- In Celebration Assembly every Friday, 'Star of the Week', 'Work of the Week' and 'Lunchtime' certificates are presented to children across the school as well as 'Handwriting Heroes' to EYFS and KS1, and 'Pen License' to KS2.

An individual behaviour plan will be written by the class teacher and SENCo if a child needs extra support to manage their behaviour during the school day. This plan will be written in conjunction with parents/carers. All staff at the school will be made aware of any behaviour plan that has been written.

The Executive Headteacher/Executive Deputy Headteacher must be informed if a child continually demonstrates unwanted behaviour. If the poor continuous behaviour is repeated, further strategies may need to be implemented in accordance with the Suspensions and Exclusions policy.

Where willful, criminal damage is caused this will be recorded on pupil files and an appropriate protective or educational consequence given. Opportunities, where possible will be provided for children and young people to work with parents/ carers to put right any

damage to reduce/ avoid costs. Where this is not possible or appropriate, parents/ carers will be charged for damage caused. Associated letters and invoices will be provided to parents/ carers for payment. Any ongoing or significant incidents of damage will be reported to the Police.