



Beulah Junior School

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Behaviour Policy and Statement of Behaviour Principle

Approved by:	The Governing Board	Date: September 2023
Next review due by:	September 2024	

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

The school manages behaviour through reference to our set of Core Values:

Success: I will work hard for my own success and towards the success of our school.

Unity: I will show unity to everyone in my school and community through my kind words and actions.

Pride: I will take pride in my appearance, my work, my surroundings and my behaviour, in and around school.

Enjoyment: I will play a full part in all activities and allow others to enjoy their learning experiences.

Respect: I will respect people and property. I will also respect and keep to these core values in order to make our school a SUPER place to learn and grow.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- [KCSIE Sept 2022](#) - detailing support and guidance when dealing with child on child abuse.

3. Definitions

We define 'low level' poor behaviour as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework (or work completed without sufficient effort)
- Poor attitude
- Rough game playing in the playground

Serious misbehaviour is defined as:

- Repeated breaking of our Core Value statements
- Any form of bullying
- Extreme rudeness to members of staff or failing to comply with reasonable staff requests (including repeated lack of sufficient effort in class)
- Sexual harassment (child on child abuse), which is any sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Swearing
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers, cigarette lighters or matches and vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school has a proactive strategy to prevent bullying, and incidents are rare. This is managed firstly through ensuring all children have a good understanding of the school's Core Values through PSHE (Personal Social Health Education) assemblies and activities centred around these. The school also holds an annual 'Anti-bullying Week' to ensure the profile is raised and that all pupils are actively involved in looking out for bullying and telling a trusted member of staff any incidents they are concerned about. Pupils receive regular reminders about their right to feel safe and what to do if they do not. However, we know that despite this, some incidents may occur and the following procedures are in place to deal with any which do.

How pupils, parents and staff can report incidents of bullying

In the first instance, pupils are encouraged to report any instances of bullying to a trusted adult in school. Parents should also report any incidents of bullying reported to them by a pupil at the school to a member of staff as soon as possible.

How the school investigates allegations of bullying

Allegations of bullying made by pupils, parents or staff members should be reported to the Head Teacher or Deputy Head Teacher. They will then investigate the allegations by speaking first to any staff members with regular contact with the children concerned and then to the alleged victim(s) and to the alleged perpetrator(s) as soon as this is possible. They will also attempt to speak with other children and staff who may have witnessed events to gather a picture of what has occurred. In some instances, written statements may be taken from pupils. The school will also investigate incidents of cyber-bullying reported to have happened off school premises, where threat of physical or emotional harm to other pupils is apparent.

Sanction procedures, (reference section 7 of this policy)

Where the Head Teacher/Deputy Head Teacher ascertain that an incident of bullying has taken place, they will take the following actions:

1. Inform the parents of the pupil who has been bullied and explain to them the action which will be taken
2. Inform the parents of any pupils that have taken part in bullying, inform them of any sanctions imposed and set up a meeting to discuss this
3. Implement appropriate sanctions which could include:
 - Written letters of apology
 - Reflection(s) as deemed appropriate
 - Removal from the playground for a sustained period to ensure the safety of other pupils
 - Placing children on Report or Empowerment cards
 - Temporary exclusion

How the school supports pupils who have been bullied, and those vulnerable to bullying

The school has a counsellor in place, and counselling should be offered to any child found to be the victim of bullying. For those vulnerable pupils deemed to be at risk, the school will observe behaviour in the playground and try to set up support groups of other pupils. The school will also provide support for any pupil who is a 'perpetrator' of bullying to develop them as a good citizen.

How the school trains staff and governors in preventing and handling bullying

All staff are made aware of the behaviour policy. Training on who to refer incidents of bullying to is given at that time.

Additional procedures in the case of child-on-child abuse in the form of sexual harassment (please also refer to Child Protection Policy)

The views and wishes of any victim of sexual harassment will be taken into account when we are dealing with any sensitive incident deemed as sexual harassment. We will take guidance from the LADO where this is necessary on any further action which should be taken.

Our PSHCE curriculum is in place to guide all pupils on what constitutes appropriate behaviour towards others. We will provide further support for victims and further education for perpetrators to help them understand the impact of their actions and learn how to improve their future conduct.

The school recognises its responsibility to investigate any issues which occur online between school pupils, even when these occur outside of school. It will be made clear to pupils that sharing offensive/indecent comments or images in 'chat' groups is also viewed as a type of child-on-child abuse. These incidents will be subject to the same investigation and procedures as incidents which occur in school.

5. Roles and responsibilities

5.1 The governing board

The **Beulah Junior School Governing Board** is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The **Beulah Junior School Governing Board** will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

5.2 The Head Teacher

The **Head Teacher** is responsible for reviewing this behaviour policy in conjunction with the **Beulah Junior School Governing Body** giving due consideration to the school's statement of behaviour principles

(appendix 1). The Head Teacher together with the appropriate committee of the Governing Board will also approve this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (reflection log and summary of key incidents, including bullying, racism and homophobia)
- Clearly displaying the positive sections of the school behaviour chart (with each child's name individually laminated enabling ease of movement on the chart). NB: The negative sections will be on the teacher's desk for ease of access but not displayed. See appendix 2

Where appropriate, senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil Code of Conduct

Pupils are expected to follow these guidelines, which are linked to our Core Values of Success Unity Pride Enjoyment and Respect:

- Behave in an orderly and self-controlled way and move quietly around the school and sensibly without running (Unity/Pride)
- Show respect to members of staff and school visitors (Respect)
- Treat each other with respect and not cause physical or emotional harm to any other pupil (Unity)
- In class, make it possible for all pupils to learn (Success and Enjoyment)
- Complete tasks expected of them to a good standard (Success)
- Treat the school buildings and school property with respect (Pride/Respect)
- Wear the correct uniform (Pride)
- Accept sanctions when given (Respect)
- Refrain from behaving in a way that brings the school into disrepute, including when outside school (all Core Values)

7. Rewards and Sanctions

We believe that encouraging positive behaviour is the best way to maintain a calm and purposeful school environment. A variety of rewards are used for this purpose. Sanctions are necessary to allow pupils to reflect on their poor behaviour and know when and how to improve.

7.1 List of Rewards and Sanctions

Rewards

Children who behave well and provide a positive example for others to follow will be rewarded in the following ways:

- Being awarded 'Dojo' points in their classroom. Each class has a set of agreed reasons for dojo points to be awarded. These include dojos for displays of the core values both individually and as a class and for movement up the **behaviour chart** displayed in the classroom. Dojo points go up on the interactive whiteboard, so children can see their progress.
- The 3 highest scoring pupils in each class will be read out in assembly, and there will be a prize draw for these pupils with a winner from upper and lower school.
- Team points – **as well as being individual, dojo also contribute to your colour team's success.** The team with the highest number of points will be announced in a celebration assembly each week. The cup will be displayed in the school assembly hall with a sign saying 'This week's team cup goes to...'. The team with the highest number of points (upper school and lower school) receives a mufti day at the end of term at the end of term.
- At the end of every week, the current class total is recorded on the board. This total accumulates over time. **'Reward Time' is given once a class has achieved 1000 Dojo points. For every 1000 points, the class is given 20 minutes of reward time. At the beginning of each academic year, the classes list activities they would like to take part in during this time. The list is displayed on their class rewards display, along with the Stars of the week. The children are also encouraged to 'bank' their reward sessions for extended activities such as cooking, arts and crafts (40 or 60 minute activities). Where possible, the adults across the year group lead different activities to give the children more choice during each reward time.**
- Two children in each class will be awarded with a merit certificate each week. **One certificate will be for the 'Core Value Star of the Week' and will be awarded to a child who displayed that week's focus Core Value. The second certificate will be for the 'Star of the Week' and will have a more open focus. For example, it could be given to a child who has achieved well in their learning.** These are awarded to children who have consistently 'done the right thing', followed the core values and made a particularly good contribution. **Children will be awarded their certificate in the weekly reward assembly and parents/carers will be invited to enjoy celebrating their child's/children's achievement.** A copy of each certificate will go on the reward display outside the school office and in on Class Reward Display.

Sanctions

These strategies will be used in the first instance to deal with low-level poor behaviour:

- If children exhibit low level disruptive behaviour, such as talking when asked not to, interrupting, calling out, talking whilst walking around school etc, the following strategies are used:
 - teacher explains calmly but firmly that the behaviour is inappropriate
 - teacher might ask the child to move places
 - teacher should then make clear that this constitutes a warning and move them to 'Red Reminder'
- They will then either move back up to the starting point or, should the behaviour continue, down to 'time to think' in a place in the class on their own. At times, it may be appropriate for a child to be taken out of class by a TA, or asked to calm down for 5 minutes in a 'Time Out' zone. When they re-join the classroom, they will then be expected to apologise.
 - The next step, should the behaviour continue, will be that the child loses 'some minutes' (up to 10) of playtime. **This will be supervised in class on a rota system across the upper and lower school. The rota will be set up and agreed by the teachers in each phase of the school.**

NB: Children should never be asked to calm down in the corridor unsupervised. Where possible, each class will have a space in the classroom for this and the children will be given strategies to develop their self-regulation.

Should these strategies not be effective, the next level of sanctions are:

- **The child is sent to a paired class.** The child should be accompanied by two children, with a note to explain to the receiving teacher the reason for the child being sent and when the child is to return to class. The child should have work to complete, which they show to their class teacher on return to class. **Being sent to a paired class is a serious move and should be carried out only if previous behaviour strategies have been tried and have failed. Being sent to paired class will result in reflection.**
- Children who lose some playtime on more than one occasion during the week (or weekly consistently over a number of weeks), or move further down the chart (to paired class or HT will need to complete **Lunchtime Reflection** (supervised by SLT), explaining what they did wrong during the week and how they will improve next week. The class teacher should contact parents where a child is given Reflection to inform them of the issues. **When parents/carers are being called in to discuss their child's behaviour, SLT are informed and where appropriate support the teachers in the meeting. All occasions of playtime being lost or reflection should be recorded on CPOMS.**

Catching up missed work or work completed without sufficient effort

The school also expects a good standard of work to be completed, both in class and for homework tasks set. If children fail to meet this expectation, they will be asked to catch up at the following times:

- *Catch up club – Thursday lunch time for non-completed homework or early morning maths work*
- *Lunch time 'Bug Club' reading catch-up daily if reading has not been completed at home.*
- If classwork has not been completed to a good standard, teachers may keep children in at playtime or lunchtime for up to ten minutes or if this is repeated, send children to lunchtime reflection (**supervised by the SLT**) to complete work. This should then be logged on CPOMS and parents contacted.

Dealing With More Serious Misbehaviour – other occasions of Lunchtime Reflection

- There are times when examples of **more serious misbehaviour** require stronger action than losing minutes of breaktime and/or being sent to another class. This may include incidents of bullying, fighting, racism, extreme rudeness (**including swearing**) or stealing. On such occasions, **Lunchtime Reflection** may be used as a strategy to highlight the severity of such behaviour. In addition to Lunchtime Reflection, stronger action may be taken at the discretion of the Head Teacher or Deputy Head Teacher.
- **Lunchtime Reflection** takes place daily and is supervised by the SLT. After discussion (where necessary), children are encouraged to quietly complete written reflection of their behaviour, referring to the Core Values and including steps they will take to improve this in future.
- Any behaviour which is serious enough to warrant reflection should be logged as a behaviour incident in **CPOMS by the class teacher or member of staff who dealt with the incident.** You should also log any child who regularly loses minutes **at break or is sent to another class (under persistent disruption).**
- Where children are sent to reflection repeatedly, a phone call will be made home and a meeting set up to discuss the next steps to improve behaviour. They may be placed on a Report Card/**Well-Being Plan** or be removed from the playground for a longer period of time. **When parents/carers are being called in to discuss their child's behaviour, SLT are informed and where appropriate support the teachers in the meeting.**

7.2 Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on when travelling to or from school. This also includes where a pupil has threatened the emotional or physical safety of other pupils on-line while off of the school premises, sanctions may also be imposed.

7.3 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding policy and statement of procedures for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

8.1 Classroom Management

Classroom management is the responsibility of each individual teacher, following this behaviour policy and this guidance.

Principles of behaviour management:

1. There is usually a reason for inappropriate behaviour: anxiety, frustration, boredom, the need for attention.

We try to understand this in what we do: most children want to achieve well and be seen to do the right thing. **By consistently rewarding appropriate behaviour and holding children to account for poor behaviour choices, we hope to establish a safe and happy learning environment where the children thrive and develop.**

2. Much low-level behaviour can be managed through the curriculum and through engaging children in the learning process.

3. We are explicit and explain why behaviour is inappropriate.

4. When an issue has been sorted out, it's over and we move on: every session is a brand-new start. **To demonstrate this, we constantly look for opportunities to praise and reward children.**

5. We want to work in partnership with parents and strive for good two-way communication.

6. We try to be positive, consistent and explicit.

7. We try to address inappropriate behaviour before it becomes habitual.

8. Where inappropriate behaviour persists, advice can be sought from SLT, who will investigate whether any underlying issues may be the cause.

Managing behaviour is not an exact science and each of us makes the best decision that we can at any given moment.

8.1 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded **on CPOMs** and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development (**and ECT training**).

11. Monitoring Arrangements

This behaviour policy will be reviewed by the Head Teacher and the Education and Standards committee every year. At each review, the policy will be approved by the Head Teacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection policy
- Anti-bullying Policy
- SEND Policy

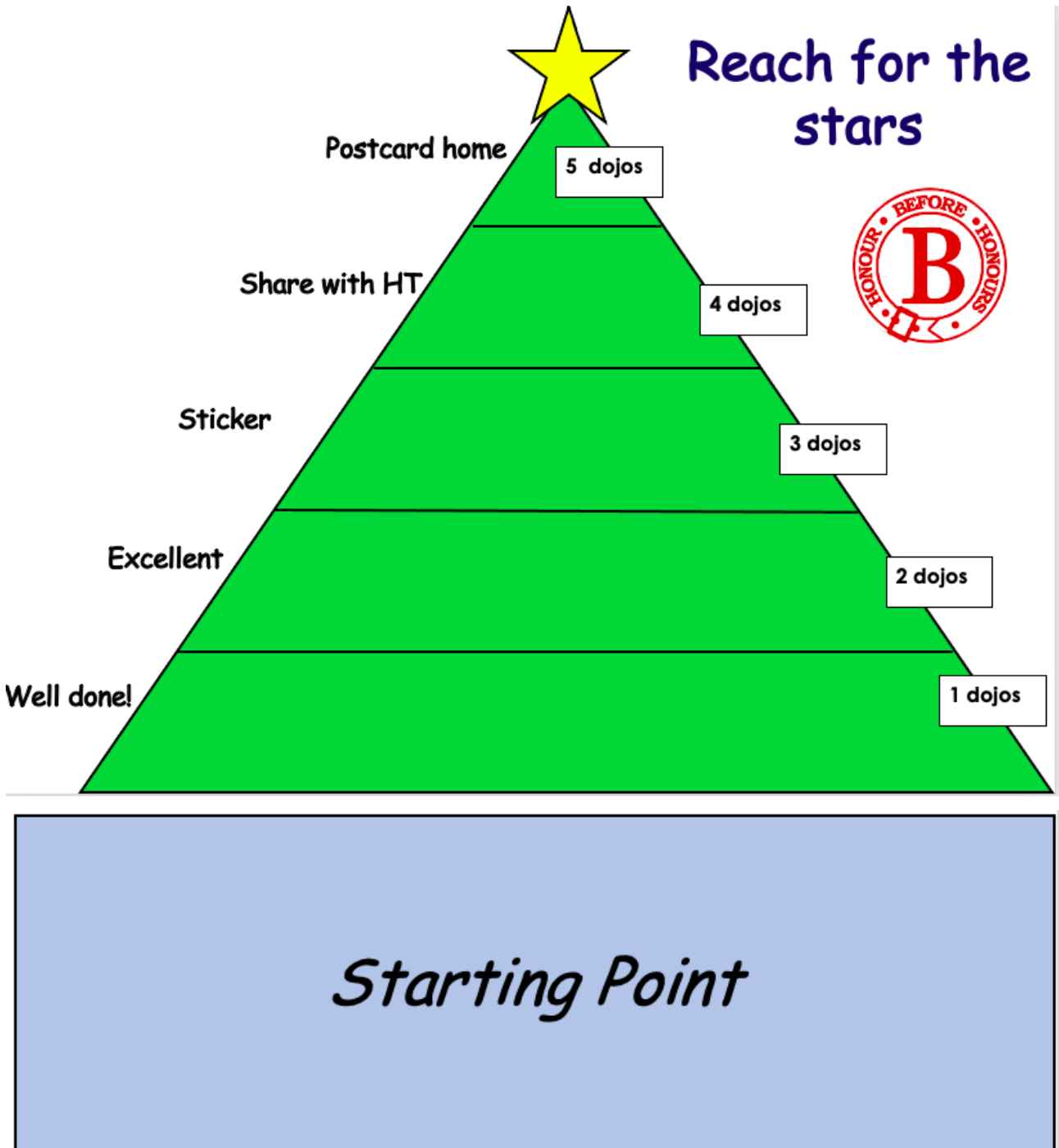
Appendix 1: written statement of behaviour principles

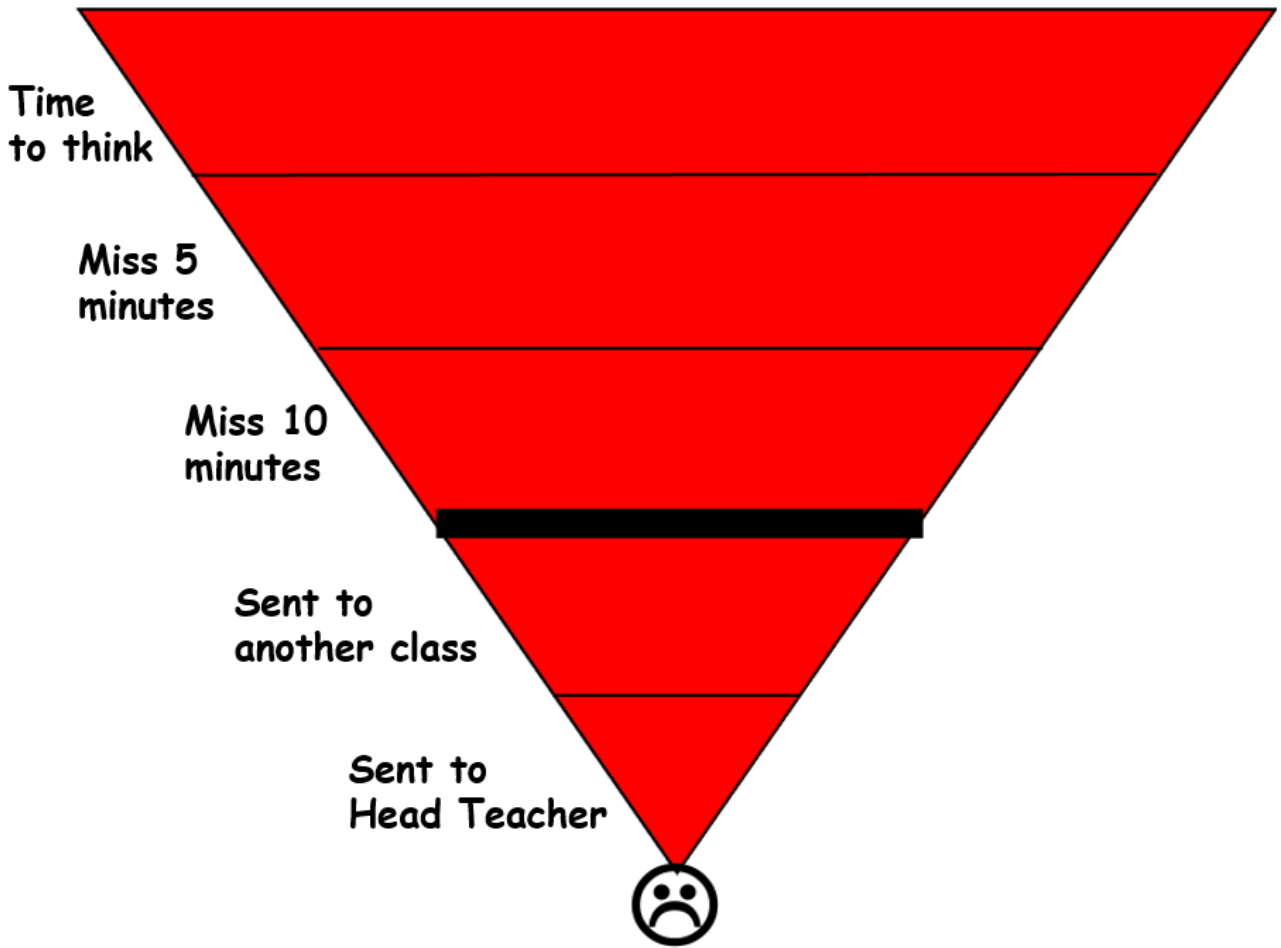
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions through our Core Values
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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This written statement of behaviour principles is reviewed and approved by the Education and Standards Committee and the Full Governing Board annually.





I'm concentrating

I'm using our core values

I'm learning

I'm disrupting others

I'm making the wrong choices

I'm not listening

