Beecholme Behaviour Policy 2026-2027

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Agreed by Governor:

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Reviewed Annually

Article 2 *- Every child has the right to be treated fairly and without discrimination.*

Article 12 *- Every child has the right to express their views and have them taken seriously.*

Article 19 *- Every child has the right to be safe and protected from harm.*

Article 28 *- Every child has the right to an education and to learn in an environment that respects their dignity.*

Aims

The PACE Academy Trust promotes high standards of children's behaviour, based on five expectations of behaviour. Promoting good behaviour is the responsibility of every member of the school community. These behaviour expectations are underpinned by the schools' values:



Other linked policies

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Anti-Bullying and Anti-Discrimination Policy, Attendance Policy, SEND Policy, Equality Policy, Online Safety Policy, Suspension and Exclusion Policy, ELSA Policy, Staff Code of Conduct, Health and Safety Policy, Medical Needs Policy and Complaints Policy. Together, these policies support the school's commitment to creating a safe, inclusive and respectful learning environment where all pupils can thrive.

The school does not tolerate bullying of any kind. When we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All incidences of bullying are referred to by the Head Teacher using the bullying incident report form. (See anti-bullying policy). Behaviour which shows prejudice, whether racial, religious or cultural, is not accepted and will be dealt with immediately in line with our Anti-Bullying policy.

Expectations

1. Treat the classroom as a place of learning
2. Create a calm atmosphere in and around school
3. Show respect and consideration for all
4. Take responsibility for your own behaviour
5. Enjoy your free time and allow others to do the same

The expectations (Appendix 1) are introduced and revisited at a dedicated assembly, at the beginning of each school year. These expectations are displayed around the school and on the wall of each classroom. They are discussed at regular intervals by the class teacher and the class. In this way, the boundaries of acceptable behaviour are clear. Children consistently receive positive feedback for what they do well.

Rewards

- Positive feedback
- Children presenting their work to the class or sharing with another teacher or senior leader
- Stickers/Certificates – all staff have access to stickers to give to the children for showing the learning expectations
- Hot chocolate with the Headteacher/Headteacher awards
- 'B' badge for being the best you can be in a dedicated assembly each week. Pupil names are entered into the 'B' Badge Book
- Celebration assemblies
- Tangible rewards, which include team points.
- Sharing of positive achievements with parents (including posts on Seesaw and notes written in a contact book), other teachers and members of the leadership team
- House points and half termly rewards

Within individual classes, teachers will promote positive behaviour through class reward strategies – marble jars, reward charts and dojos etc.

Sanctions

The school employs sanctions to enforce the school rules, and to ensure a safe and positive learning environment. These can be found in the *Hierarchy of Sanctions* (Appendix 1), which includes the use of red and orange cards for inappropriate behaviour during the school day, during break and lunchtime, swimming sessions and after school clubs. Responses are appropriate to the level of seriousness of misconduct. Children have a clear picture of the progression through hierarchy.

The use of 'blanket' punishments is actively discouraged; children's behaviour and needs will be assessed on an individual basis and the hierarchy of sanctions used appropriately. Reasonable adjustments will be made for those with additional needs.

Sexual Violence and Child on Child Abuse

Child on child abuse includes, but is not limited to:

• physical and sexual abuse
• sexual violence and harassment
• emotional harm
• on and offline bullying and can take place between any pupils within or beyond the school.

At Beecholme we work hard to create an environment in which children and staff show respect for one another and know what language and behaviours are acceptable. This includes a zero tolerance of violence or harassment of any kind: innuendo, banter or otherwise personally derogative comments. We support children to have a good

understanding of consent and healthy relationships and to know what to do and who to speak to if they are worried or feel unsafe.

Instances of peer-on-peer abuse should be dealt with according to school behaviour or anti-bullying policies, including full investigation and appropriate separation of those involved to protect and support both parties. All behaviours falling within the remit of peer on-peer abuse should be referred to the DSL.

Resolving Conflicts

Children are encouraged to take responsibility for sorting out their own conflicts. Members of staff model resolution strategies and support the children in reaching successful conclusions.

The Role of Staff

Staff must be consistent and treat children fairly. All members of staff deal with incidents of misbehaviour and apply appropriate sanctions. More serious incidents are reported to the class teacher for recording. Red card incidents must be reported to the Head Teacher or Assistant Head Teacher, who will make the decision on whether a card is to be administered.

The Role of the Class Teacher

It is the responsibility of every class teacher to ensure that the school expectations are met. Each class teacher must ensure that their class behaves in a responsible manner during lesson time and around the school.

If a child misbehaves in class, the class teacher takes appropriate action (in accordance with hierarchy of sanctions). If a child continues to misbehave, the teacher involves the child's parent; seeks help and advice from the Leadership Team and implements a behaviour plan if necessary.

The Role of the Head Teacher

The Head Teacher supports the staff by setting the standards of behaviour, implementing the policy, and recording serious or repeated incidents.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious anti-social behaviour, the Head Teacher may permanently exclude a child (see Fixed Term and Permanent Exclusions below). These actions are taken in conjunction with the school governors.

The Role of Parents

The schoolworks collaboratively with parents, so children receive consistent messages about behaviour. Parents receive texts home regarding their children's positive contributions to school life. If parents have any concerns, they initially contact the class teacher. If the concern remains, a member of the Senior Leadership Team is involved. Parents may follow the formal complaints procedure if they consider the matter has not been resolved.

The Role of the Local Governing Body (LGB)

The governing body are responsible for agreeing, monitoring and reviewing the effectiveness of the policy and supporting the Executive Head Teacher in carrying it out.

Fixed-term Suspensions and Permanent Exclusions

Only the Headteacher has the power to suspend or permanently exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also permanently exclude a pupil. It is also possible to convert a suspension into a permanent exclusion if the circumstances warrant this.

A suspension or permanent exclusion may be considered in response to behaviour inside or outside of school where it is reasonable and lawful to do so and where the school's Behaviour Policy applies.

Permanent exclusion will only be used as a last resort, 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 others.

Before making a decision to suspend or permanently exclude, the Headteacher will consider all relevant facts and evidence, the views of the pupil where appropriate, whether the pupil has any Special Educational Needs or Disabilities (SEND), whether the pupil is especially vulnerable, and whether alternative strategies and support have been considered.

If the Headteacher suspends a pupil, they inform the parents immediately, giving reasons for the suspension and making it clear to parents that they can, if they wish, make representations to the governing board. The school informs parents about the relevant process.

The Headteacher informs the Local Authority and the governing board of:

- Permanent exclusions;
- Suspensions of more than five school days in any one term;
- Suspensions that would result in a pupil missing a public examination or National Curriculum test.

For all other suspensions, the Headteacher must notify the Local Authority and governing

board at least once a term. Notifications must include the reasons for and duration of the suspension.

In addition, within 14 days of a request, the governing board must provide the Secretary of State with information about any suspension or permanent exclusion within the previous 12 months.

In the case of a permanent exclusion, if the pupil lives outside the Local Authority in which the school is located, the Headteacher must also notify the pupil's home authority without delay.

Following a suspension, the school will work with the pupil and their parents/carers to implement an appropriate reintegration strategy to support a successful return to school and reduce the likelihood of further incidents.

The governing board has an exclusion panel which considers suspensions and permanent exclusions in accordance with statutory guidance. The panel considers the circumstances in which the pupil was excluded and any representations made by parents before deciding whether reinstatement is appropriate.

Appendix 1

Expectations of Behaviour

1. Treat the classroom as a place of learning

To achieve this expectation, you should:

- Listen to the person talking.
- Make sure you are ready to start the lesson at the right time and with the right equipment.
- Put your hand up if you want to speak or ask a question.
- Try to follow instructions.
- Ask if you do not understand something.
- Aim to make progress in every lesson.
- Make sure your homework and reading tasks are done on time and to the best of your ability.
- Move sensibly around the classroom.
- Be polite to others and respect their property.
- Follow any other rules your class agrees to as part of the classroom contract.
- Remember - always allow others to work.

2. **Create a calm atmosphere in & around school**

To achieve this expectation, you should:

- Always walk.
- Walk on the left, taking particular care when moving up or down stairs.
- Use the toilets sensibly.
- Be silent on your way to and from assemblies.
- Remember that other groups of children may be working when you are walking or waiting in corridors.
- Walk sensibly when moving between buildings.
- Enjoy but respect school displays.
- Use the cloakroom sensibly and pick up the belongings of others if you find them on the floor.
- Leave the school building promptly at break and lunchtimes, remembering to take all that you need with you.

3. Show respect & consideration for all.

- To achieve this expectation, you should:
- Be sensitive towards the feelings of others.
- Listen and respond politely to all the adults in our school.
- Help anyone who feels lonely or left out.
- Help to ensure that nobody is bullied.
- Celebrate the successes of other children.
- Remember to allow adults and others carrying heavy objects, through doorways first.

4. Take responsibility for your own behaviour.

To achieve this expectation, you should:

- Always co-operate with all staff.
- Always present yourself smartly in a full school uniform.
- Be careful about what you say to others, take care not to offend them.
- Never encourage others to argue or fight.
- Never push, kick, or hit another child.
- Do not get involved in other people's arguments.
- Do not bring valuable items to school.
- Try hard to keep on task in lessons and make the best progress you can.
- Always tell the truth.
- Be prepared to apologise when you are in the wrong.

5. Enjoy your free time & allow others to do the same.

To achieve this expectation, you should:

- Look after each other and play together sensibly.
- Play with equipment in the right way.
- Speak to an adult politely when you have a problem or need to go into the school building.
- Respond quickly and quietly to bells or whistles.
- Show good manners in the eating areas.
- Follow the rules about the different playing areas and times.
- Play with consideration for others, no fighting of any kind.
- Remember and act upon the rules for your own behaviour.
- Look after anyone who seems lonely or upset.

Whilst all staff emphasise and reward positive behaviour, there are inevitably occasions when the standard of behaviour of individuals falls below our expectations. The following explains the unacceptable behaviours and appropriate sanctions. They apply to break and lunch times, swimming, and breakfast and after-school clubs.

Break and lunchtime advice/actions for staff

Circulate constantly within your designated area maintaining a particular focus on key areas (e.g. Football/Netball areas/toilets/outdoor gym)

Engage with the children as much as possible

When dealing with issues of poor behaviour/suspected poor behaviour:

- Try to speak in a calm voice
- Remove the individual from the scene/other children
- Give the child the opportunity to explain his/her behaviour

- Speak to other children as necessary (avoiding speaking to large groups)

- Decide, and where possible agree, on appropriate sanction. Please refer to the table below.

The following table gives examples of behaviour and relevant sanctions:

Green Zone • Ready to learn/Good to go! • Feeling focused • Following the Beecholme school values • Feeling calm/Happy/content • Showing respect to adults and peers • Showing respect to learning **Green zone rewards**
• In class reward system • House points • Stickers
Yellow Zone • Inappropriate calling out in class • Annoying another child through making low level contact with them e.g. nudge; push • Low level behaviour identified by class teacher • Work avoidance despite adapted and differentiated tasks **Yellow zone Consequence**
• Immediate verbal or non-verbal check-in/warning • A further Verbal warning If 2 or more stage 1 incidents (warnings) are recorded in one day- Move to Orange Card
Orange Card • Consistent yellow zone behaviour – at least 2 warnings • Persistently calling out (after yellow card warnings) • Purposefully taking resources with the intent to damage • Refusal to work on adapted/differentiated task • Rude or defiant behaviour • Play fighting **Orange card consequences**
• Restorative discussion with the class teacher in a "time out" zone in own class if appropriate or in another class (NB this would take place once the child has had time to "think" and consider their behaviour choices) • Parents verbally informed at the end of the school day or via phone call. Copy of orange card given to parents. • However, if a child persistently reaches stage 2 parents will be informed via a verbal discussion with the class teacher in order to agree strategies of support. This will be a planned meeting with the class teacher, parent, a member of the senior leadership team • **Orange slip incidents are added to Arbor**

Red Card

- Persistent defiance or repeated orange card behaviour
- Swearing
- Leaving the classroom without consent
- Biting
- Fighting
- Deliberately damaging school property
- Bullying (See anti bullying policy)
- Racist/homophobic name calling
- Stealing
- Threatening behaviour towards a child/adult/member of staff
- Aggressive and disruptive behaviour which impacts on the safety and wellbeing of the children or adults/members of staff .
- Inappropriate touch

Red Card Consequences

- Verbal communication with parents/carers including red card home. **Red cards should be signed by SLT.**
- **Red slip incidents are added to My concern.**
- Lunchtime reflection and/ or half a day or day working in another class dependent on the poor choices made and impact on others and place in which the incident took place.
- Consequences thinking and/or sanction will link to the unacceptable behaviour choice

Beyond Red Card Behaviour

Serious incidents of red level behaviour or persistent red level behaviour may result in an internal or external suspension. Some internal suspensions may be carried out in isolation (with a member of SLT) depending on the needs of the child and the extent of the behaviour. A referral to outside agencies may also be sought for supporting the child and for further assessment of needs/reasons for the poor behaviour choices.

Following an external suspension, a re-integration meeting will be held with parents/carers as per the current guidance on managing suspensions and exclusions in schools. Multi professionals may be asked to attend to agree a personalised behaviour support plan for the child moving forwards.

These incidents must also be added to Arbor.

***Reflection Room** - This is a nominated classroom/ILA which will be supervised by a teacher each day from 12.30 – 1.00 until 1.35. During this time the child will complete a 'Reflection Sheet (see below), which will be handed to the class teacher, by the duty member of staff, for placement in a class behaviour folder. For some children, there may need to be some flexibility in where reflection takes place to ensure they recognise the area as a safe space in order to regulate their behaviour. This will be agreed by the supervising teacher based on the child and incident itself.

Red card Behaviour – This behaviour incident should be logged on Arbor by staff member dealing with the incident. The incident should be logged as soon as possible to ensure the senior leader carrying out reflection is aware of the incident and what to discuss during the reflection time.

If a child receives 3 yellow cards within a term, teachers should consider arranging a meeting with parents and Headteacher. If a child receives 5 orange cards within a term, a meeting must be arranged with parents and Headteacher. If a child repeatedly receives a number of red cards, there will be discussions with the SENCO and senior leadership team regarding seeking advice from external agencies. This will be decided on a case by case, child by child profile.

Breakfast and After-School clubs

Breakfast and After-school clubs should use the same system with the following adaptations:

- Behaviour log for verbal warnings to be kept by lead worker.
- For any potential red card incidents, a member of the SLT should be contacted immediately.

Reporting Behaviour

At Beecholme, all behaviour incidents are recorded on Arbor, our school's Management Information System (MIS), in alignment with our behaviour ladder. This ensures a consistent approach across the school, as staff can access and review incidents to maintain a unified response. Arbor automatically communicates with parents regarding behaviour incidents and the consequences that have been implemented, promoting transparency and partnership. Parents are encouraged to discuss incidents and their context with class teachers, fostering a collaborative approach to supporting pupil behaviour. All logged incidents are regularly reviewed to identify patterns, areas of concern, and inform the next steps to strengthen behaviour support across the school.

Zones of Regulation in Classroom Behaviour Support

As part of our commitment to promoting emotional well-being and positive behaviour, we are integrating the Zones of Regulation framework into our classroom management practices. The Zones of Regulation is a system designed to help students identify and regulate their emotions and behaviours by categorizing feelings into four color-coded zones:

Blue Zone: Feelings of sadness, tiredness, or boredom.
Green Zone: Calm, focused, and happy states.
Yellow Zone: Feelings of frustration, anxiety, or excitement.
Red Zone: Feelings of anger, rage, or extreme upset.

Implementation in Classrooms

Classroom staff will support students in recognising their current emotional state using the Zones and will guide them in applying strategies to move into a more appropriate zone for learning and engagement. Students will be encouraged to use tools such as self-reflection, deep breathing, sensory breaks, and other regulation strategies to self-monitor and manage their behaviour.

Benefits and Impact

The introduction of Zones of Regulation has proven to provide several key benefits, including:

Increased Emotional Awareness: Students develop a greater understanding of their own emotions and the ability to express them appropriately.
Improved Self-Regulation: Students are better equipped to manage their emotions and behaviours, leading to fewer disruptions and a more focused learning environment.
Enhanced Social Skills: By understanding how to respond to various emotional states, students are more likely to engage in positive peer interactions and problem-solving.
Fostering a Supportive Environment: The framework promotes a proactive approach to addressing emotional and behavioral challenges, helping students feel understood and supported in their emotional development.

Incorporating Zones of Regulation into our school-wide behavior policy not only empowers students with the tools they need for emotional regulation but also fosters a more inclusive, respectful, and collaborative school environment.

Reflection Sheet

Name:_____

Class:_____

Date:_____



What behaviour choice did I make?

What behaviour choice should I have made?

The size of my reaction was… (circle one)

small **medium** **large** **SUPER SIZED**

I was in this zone… (circle the zone)



- **Blue Zone** –**Body running slow**! Sick, sad, tired, bored, moving slowly.
- **Green Zone** –**Like a green light!** Happy, calm, "good to go", focused, ready to learn.
- **Yellow Zone** –**Like an amber light!** Frustrated, worried, silly/wiggly, anxious, excited.
- **Red Zone** –**Extreme Emotions!** Mad/angry, mean, yelling/hitting, out of control, I need time and space.



Which children's rights do you think were affected by what happened?

Article 12: My right to be listened to.

Article 19: My right to be kept safe.

Article 15: My right to meet with friends and join groups.

Article 31: My right to rest, play and take part in activities.



Next time I will…(please tick or add a comment)

- **Talk to an adult**
- **Take deep breaths (belly breathing)**
- **Count slowly to ten/one hundred**
- **Play with something**
- **Draw or colour**
- **Put my head down, close my eyes and reflect**
- **Read a book**









Or maybe you have your own idea?

