



Beaudesert Lower School

Behaviour Policy

Reviewed and Updated: July 2021

At Beaudesert, we believe that all children are offered the opportunity to develop to their full potential in individual, educational, moral, social, intellectual and spiritual needs. This policy sets out the framework for the behaviour, responsibilities and values expected of our community members within a restorative practice philosophy. Restorative practice aims to encourage children to have responsibility for their own behaviour, to develop their emotional language, to be given tools to deal with difficult situations. In this way we aim to build and strengthen the Beaudesert School community.

We aim to encourage positive behaviour and to establish positive attitudes to school and a respect for adults. Good behaviour is modelled, acknowledged, affirmed and praised in various ways to include:

- ◆ Presentation of the Team Point Cup at the weekly whole school Celebration Assembly
- ◆ The Katy Hickman Cup awarded by the pupils for good citizenship – to be reinstated when possible.
- ◆ Award Certificates
- ◆ Finer Diner Experience with Head Teacher
- ◆ Individual Team Points
- ◆ Verbal positive praise

Pupils are responsible for:

- Ensuring that they contribute to the creation of a safe environment for all
- Asking for help when they need it
- Encouraging fair treatment
- Resolving conflicts amicably
- Demonstrating polite and respectful behaviour to all others
- Appropriate use of the internet in line with the e-safety policy.
- Taking care of all school equipment and resources. Respecting the property of others.

In return pupils can expect to:

- Have a safe, secure working environment
- Be treated with respect by others
- Know that school policy will be carried out fairly
- Have their feelings, views and needs considered by others



Low-level disruption flowchart – refer to Appendix A

Where behaviour effects the learning of themselves and others, there are a range of strategies that can be used:

- Verbal warning and thinking time
- '**Action 1**' Restorative discussion with class teacher.
- Thinking time in a designated area (Thinking Time book held in each classroom).
- '**Action 2**' Restorative conversation with Key Stage Leader.
- '**Action 3**' Restorative conversation with Head Teacher/ Deputy Head Teacher. Discussion with parents.
- '**Exit 1**' Child is moved to work in another classroom, taking their learning with them. Parents informed before exit.
- Senior Leadership will make internal assessment of their learning needs and learning landscape at home and at school. Consider Nurture programme.
- '**Exit 2**' Child is moved to work in another Key Stage, taking their learning with them. Parents informed before exit.
- If this behaviour continues, 'Exit 2' will continue to be followed, with discussions with the Headteacher, child and parents.

Timespan: Weekly

(Children will have a clean slate after each week.)

Serious incident flowchart – refer to Appendix B

A serious incident can be considered as causing intentional harm or distress to another child through verbal, physical or emotional assault; disrespecting an adult verbally or physically. A serious incident can also refer to racial/ religious discrimination or cyber bullying.

- **Action 1:** Verbal warning, restorative discussion and apology with class teacher. Log incident on online system Impero. Walkie Talkie Code Yellow for SLT assistance if needed.



- ❑ **Action 2:** Repeat of a serious incident: Conversation with Key Stage Leader. Parents informed. Senior Leadership will make internal assessment of their behavioural needs and learning landscape at home and at school. Consider Nurture programme.
- ❑ Implementation of Restorative Behaviour Pack.
- ❑ **Action 3:** Repeat of a serious incident: Meeting with parents and Head Teacher.
- ❑ Senior Leadership will make internal assessment of their learning needs and learning landscape at home and at school.
- ❑ **Action 4:** If this behaviour continues in spite of restorative approaches, a fixed-term short exclusion alongside intense restorative behaviour input.

Timespan: Within an academic year

Positive Home/School Relationships

Pupil's learning is enhanced by a positive relationship between home and school. Parents can contribute in the following ways:

- Being interested in their child's learning.
- Being willing to support activities relating to school.
- Being aware of the child's role in the community.
- Support the school's use of restorative behaviour.

Parents can also ensure their child is ready for the school day by:

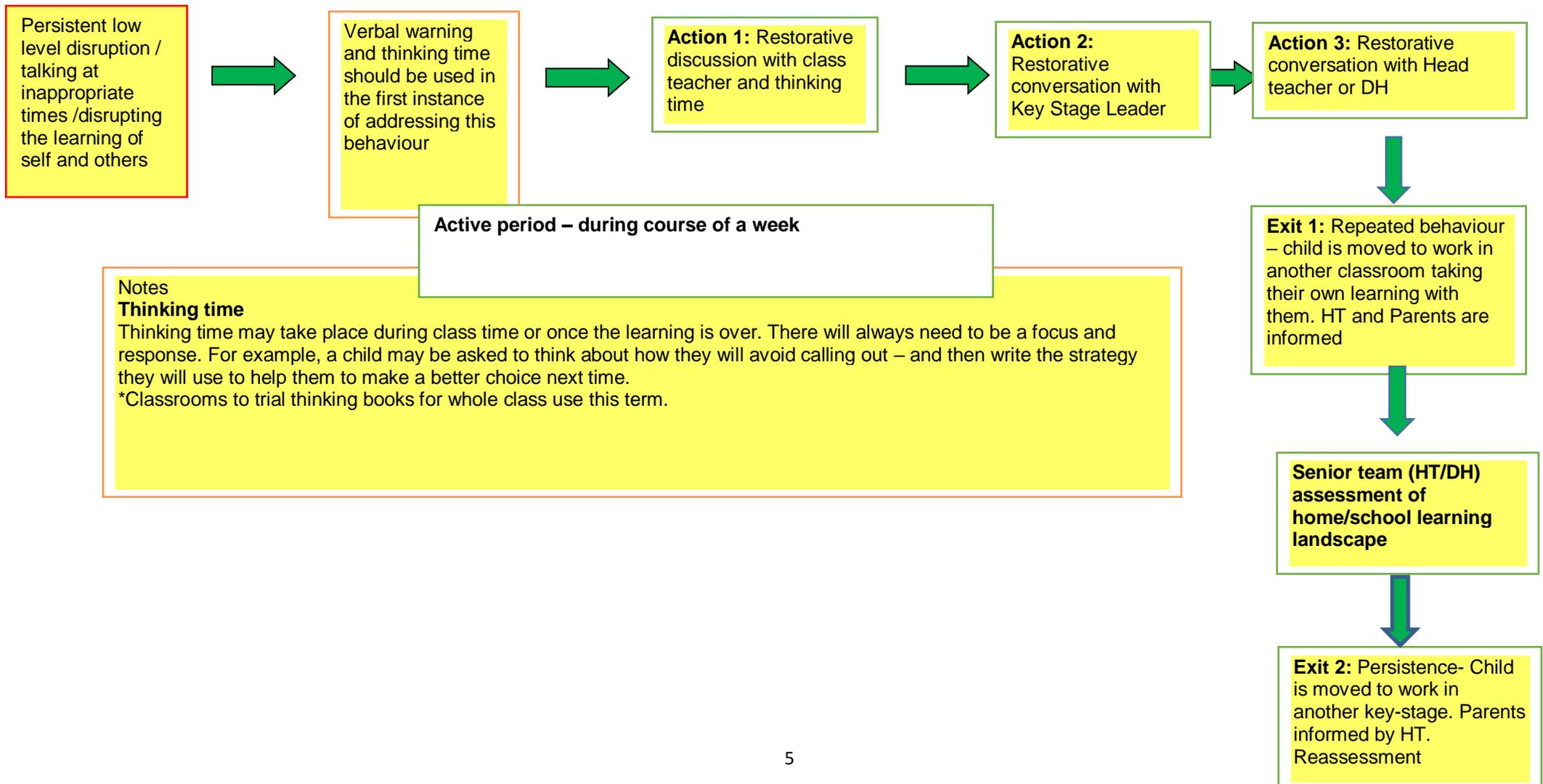
- Being punctual.



- Wearing the correct school uniform.
- Having the correct equipment.
- Having a healthy breakfast and providing fruit or vegetables for break-time.
- Providing a named water bottle.



Appendix A: Low level Disruption Behaviour Flowchart





Appendix B: Beaudesert Serious Incident Flowchart

