

Review Date February 2027

Belmont CP School Policy for Promoting Positive Behaviour

Rationale

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to choose responsible behaviour and, in doing so, to raise their self-esteem and promote their achievement.

The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that inappropriate behaviour is minimised and effective learning can take place.

Guidelines

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that most children behave appropriately and make good choices most of the time.
2. We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
3. Behaviour is learned, just as maths and English are, and so opportunities to teach socially acceptable behaviour will be built into our planned curriculum.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to “punishment” or “sanction”. We use the word “consequence”. The consequences are agreed and understood by all staff and children at the beginning of each academic year. This allows children to make a personal decision

about the type of behaviour they will choose in the full knowledge of the consequences of their choice.

6. We employ 'Solution Focused' approaches to de-escalate conflict. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome. All teaching staff are trained in de-escalation using the Team Teach approach.
7. Teachers will hold a register of those children whose behaviour choices are causing concern.
8. Each class will have a copy of its class expectations displayed in class.
9. Staff will work closely with the SLT, SENCo and ELSA to ensure that pupils at risk receive specialist support when necessary.
10. Staff will make reasonable adjustments for children who cannot access all or some elements of the behaviour expectations because of their additional needs.

Three Pocket Principles

At Belmont Community Primary School, we have three simple principles that underpin our behaviour policy.

These are –

- Be Respectful
- Be Responsible
- Be Ready to Learn

These 'pocket principles' are designed to be easy to understand for all children, parents and stakeholders.

The Fantastics

We also follow the principles of Fantastic Walking and Fantastic Listening and Being Charming.

Fantastic walking is:

1. Face forward
2. In a straight line
3. Hands by our sides
4. Walking calmly and quietly

Fantastic Listening is:

1. Face Forward, hands together
2. Always sit up straight
3. Never interrupt the speaker
4. Track the Speaker

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Being Charming is:

1. Talk to all pupils and staff with respect and charisma
2. Compliment each other
3. Appreciate and thank staff for their day at work
4. Take pride in our school and be grateful for what we have

Recognition

We will recognise acceptable behaviour in the following ways:

- with smiles
- with words

- with Class Dojo points
- with stickers and stamps
- with awards in Winners' Wednesday assembly
- with end of term prizes for achievement and effort

The staff at Belmont Community Primary School make the following commitments to their pupils:

- We will aim to give more positive comments to negative ones
- We will adopt a warm firm approach to behaviour management
- We will try to catch children doing the right thing and show our approval promptly.
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self-esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this.

Consequences for not following the behaviour policy:

- Initially a gentle reminder.
- If the behaviour continues the children will be given a warning.
- If the behaviour continues the children will miss their lunch break. This is because a child has not followed an adult's instruction 3 times.
- If this happens a child will go to a quiet room with a member of the senior leadership team at lunchtime. They will be given handwriting practice or simple tasks to do silently and independently.
- There will be certain behaviours that warrant missing lunch time breaks without a warning such as physical violence and swearing.
- Parents will be informed if any child receives a lunchtime consequence.
- If a child misses multiple lunchtimes in a week or refuses to attend the loss of lunchtime,

this can result in a day working in the headteacher's office if deemed necessary.

Belmont Community Primary School has a zero tolerance approach to sexism, misogyny/misandry, homophobia, biphobia and sexual violence/sexual harassment or any other discrimination related to the 9 protected characteristics. It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'.

As a supportive and preventative measure, our PSHE and RSE curriculum will cover, at an appropriate stage:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- Different types of relationships
- Acceptable and unacceptable physical contact

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Fixed term suspension

Suspension from school for a fixed time period is a formal step taken when the Headteacher considers it necessary for a child to stay away from school for disciplinary reasons. The power of suspension and exclusion rests in law with the Headteacher. We use the latest DfE guidance 'School suspensions and permanent exclusions'.

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The decision to suspend or exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to suspension.

Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs and disabilities (SEND) when administering the suspension or exclusion process. This includes having regard to the SEN Code of Practice.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using suspensions and exclusions as a sanction where it is warranted.

The purpose of fixed-term suspensions may be to allow:

- a cooling off period, for thought and discussion
- the school to function satisfactorily for the remainder of the pupils or
- an opportunity for discussion between school staff and parent[s]/carer[s].

A pupil may be suspended for a maximum of 45 days in a school year.

Parents / carers / governors need to know the length of the fixed-term suspension and their rights to have their views taken into account. They will receive a letter containing all the information they need when a child is suspended. In addition, parents/carers may require information about their child's records and the provision of school work. That will usually be provided if the suspension lasts for more than 5 days. An early meeting with the Headteacher may be requested, if that is not already proposed. Parents / carers have further rights to make representations to the school governors and to the Local Authority.

Permanent exclusion

Permanent exclusion should only be used as a last resort. A decision to exclude a pupil permanently should only 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 governing body has a duty to consider the reinstatement of a permanently excluded pupil by holding a meeting within 15 school days of receiving notification of the permanent exclusion. The governing body also have a duty to consider parents' representations. Parents / carers may attend the meeting with a friend. Those involved will usually be the parents/carers, Headteacher, Chair of the Governors or the Vice-chair, other teachers, such as the class teacher. Parents also have the right to request a private meeting with the school governors. If they wish to do that, they must

make a written request within 7 days of the reinstatement meeting, sending the letter to the Clerk to school governors. The letter should give reasons for the request.

Notifying appropriate bodies regarding exclusions

The Headteacher must, without delay, notify the governing body and the local authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

The requirements on a governing body to consider an exclusion depend upon a number of factors.

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test

Staff Training

Belmont Community Primary School has a focussed approach to the delivery of training, based on needs analysis. In relation to behaviour support, the following components are particularly important:

- Induction training focussed on the principles of behaviour support employed at Belmont Community Primary School
- Training on approaches to support positive behaviour and behaviour guidelines
- Team Teach Training focussed on:
 - Team building
 - Personal safety

- Communication and de-escalation techniques
- Safe positive handling
- A variety of communication training to maximise interaction with students
- Autism training defining the specific needs of particular students and methods used in helping these students to reach their maximum potential

Ratified by governors at their meeting on	24 th April 2024
Signed	
Review Date	February 2027