



**Behaviour and Exclusion  
Policy  
Beech Hill Primary**

**January 2025**

## Rationale

At Beech Hill Primary School we consider that good behaviour is a vital part of school life, the ethos of the school is one in which its unique character and atmosphere promote an environment which will 'make a difference' to our pupils. We acknowledge that there are many other influences on pupils' social development such as parents, friends, community and the media, however, we consider the school's role is an important one and can systematically and overtly contribute to pupils' personal and social development.

With this in mind we have developed the school behaviour vision and aims.

## School Behaviour Vision

'Our vision for [Valour Academy](#) is that all children will feel happy, safe and loved.

Our school rules follow the theme of Be Ready, Be Safe, Be kind

We will provide each child with many and varied opportunities to develop their character to feel accepted; to develop a sense of belonging; to be driven and resilient and to be inspired and be inspiring.'

To further develop the experiences and language of the children (trips, clubs, whole school vocabulary challenge); to ensure the children feel happy, safe, loved and all aspects of their wellbeing are taken care of.

## School Behaviour Aims

All members of our school community can expect to

- Feel happy, safe and loved
- Have consistent expectations and clear boundaries
- Understand school rules
- Have quality learning time in a positive and stimulating environment
- Have their needs met
- Be treated fairly and with respect
- Be respected for their personal qualities, valued for their achievements and acknowledged for their individual needs
- Be listened to and heard

## Beech Hill Primary School Rules

Beech Hill Primary School seeks to ensure that all children follow the rules around the principles of:

- Be Ready
- Be Safe
- Be Kind

These rules are displayed within classrooms and teachers and children have worked together with their individual classes to determine what this means to them. The rules should be referred to regularly to remind children of positive behaviour.

## The Role of the Trust

The Trust Board, in accordance with guidance, stipulate that the following areas, as well as content specific to Beech Hill Primary, will be included within the school behaviour policy:

- a. Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct;
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

## Role of the Head Teacher

In accordance with statutory guidance the Head Teacher will, with the support of the Local Advisory Board and Staff (both teaching and non-teaching), create a school environment which seeks to:

- promote good behaviour, self-discipline and respect
- prevent bullying and promote safety and well being (including the deployment of powers to search pupils where necessary);
- prevent cyber bullying through teaching and direct intervention;
- regulate the conduct of pupils (both inside and outside of school)
- ensure pastoral care for school staff
- prevent peer on peer harm

## A Whole School Approach

In Beech Hill Primary School our behaviour management system is based upon doing the right thing and high expectations. The success of this system depends upon all those involved in the school working together in partnership – the pupils; Board members; parents; teachers; nursery nurses; teaching assistants; midday supervisors; secretaries and caretaker.

The school actively discourages poor behaviour in a variety of ways by:

1. Explaining and demonstrating the behaviour we wish to see.
2. Constantly reminding pupils of our school rules.
3. Highlighting good behaviour as it occurs.
4. Withdrawing privileges when necessary and isolating a disruptive child to a quiet area with the Head Teacher.
5. Making the child aware that they have done the wrong thing and discussing the problem with them ensuring that they are aware of future expectations and sanctions.
6. Counselling the child as appropriate.

Each class integrates time to talk and discuss things that are important to them as well as specific PSHE topics. This allows the children to discuss any issues that are concerning them including issues such as bullying; making friends; feeling hurt and keeping safe online.

This dedicated discussion time also enriches the children's vocabulary to enable them to describe how they are feeling.

The smooth running of the school and its approach to behaviour relies upon communication between all school staff. At the end of break and lunch times the class teachers are informed of any incidences or good behaviour which have occurred. Behaviour incidents are to be reported to the senior managers who in turn keep the Head Teacher informed. The senior management will deal with each child on an individual basis depending upon the incident. Incidents which have been escalated to the SLT or when parents have been involved, the event, those involved and actions taken, are recorded on CPOMS. The number of entries and the type of behaviours are collated termly and reported to the Board.

## Award System

Beech Hill Primary School positively encourages good behaviour in a variety of ways.

- Stickers are given by different members of staff for behaviour and good work
- Verbal feedback/ smiles/ thumbs up to praise behaviour or conduct
- Cracking Character which is presented in assembly. These are for readers, writers and spellers of the week as well as for outstanding behaviour linked to positive character traits
- Free choice time
- Postcards home from the Head Teacher
- Reward ladder/ Peg system in KS1
- Sent to the Head Teacher for praise

Some classes have their own class and individual rewards suited to the children

## Classroom Management

### *Creating safe and supportive learning environments*

Children bring to their early learning provision different experiences, interests, skills and knowledge. It is therefore essential that class teachers create *safe and supportive learning environments*, free from harassment, in which the contribution of all children is valued. To create a *safe and supportive environment* pupils establish, at the beginning of each academic year, a class identity or *tribe* linked to an animal.

In case of repeated negative behaviours, sentence stems are used by teachers to ensure consistency for children and themselves. (See Appendix A).

## Classroom set up

The classroom set up is a matter of individual taste for each teacher to optimize learning and may be altered throughout the year if circumstances dictate.

As children arrive in the morning, they are greeted by their teacher with a greeting of their choice from a selection chosen by the children.

At the beginning of each year the class teacher should talk to the children and devise rules around: Be Ready, Be Safe, Be Kind so classroom routines and procedures are established. Classroom systems are set up so children are under no misconception of what is expected. This ensures the boundaries of acceptable and unacceptable behaviour are set. Time is spent at the start of the school year working on team building and expectations of behaviour and attitudes.

Each class teacher must maintain high expectations of behaviour to ensure consistency throughout the school. Children are expected to work in an orderly, calm manner, keeping their tables organised and keeping on task. The class teacher will monitor the class to ensure all children remain on task, paying particular attention to children who are under-performing or who are likely to distract others. Praise should be used effectively to reinforce good behaviour.

## *Behaviour for learning*

Children are taught how to learn and positive behaviours for learning are modelled and encouraged: for example children feel confident to pose questions, seek clarification and work collaboratively within lessons.

Sentence stems were introduced for some behaviours highlighted as staff (see Appendix A)

## Lunchtime Supervision

For some children the lunchtime break can present challenges and often incidents of poor behaviour can occur at this time. It is essential therefore, that there are strict systems and routines in place at lunchtime so as to minimize these incidents. Lunchtime supervisors play a vital role in establishing and maintaining discipline and good behaviour and have regular meetings with Mrs Carter to keep them up to date with systems and routines. Lunch time supervisors have a card system outlining behaviours and who is responsible for dealing with them from lunch time supervisor to class teacher to deputy head.

There is always a member of the SLT on duty over lunch time to deal with any incidents as required. (See Appendix B)

The lunchtime supervisors are made aware of the school rules and the standards of behaviour required from the children. They are also informed by class teachers of any children who may require particular attention, or any children who are currently undergoing behaviour monitoring.

When the weather is inclement and the children are required to remain inside, each class should have a range of activities provided by the class teacher.

Lunch time staff have had sports training to encourage purposeful and fun activity during the break.

All lunch time staff have basic Flourishing training around strategies used when dealing with children who may be vulnerable or struggling with behaviour or their emotions.

Sports leaders may be used for organising and overseeing games in the yard at lunch times; this follows training of the children and is timetabled and regularly evaluated.

Some children have 1-1 support during lunchtime to support with regulating their behaviour.

## Flourishing

Many children and young people face challenges that can knock them off course. What is needed then is understanding and help to get them back on track.

The Flourishing Approach supports adults to help children and young people become more self-assured, capable and resilient, enabling them to thrive in their world.

The Flourishing Approach is systematic, dynamic and relevant; it helps adults respond to a child's emotional situation in a way that supports their emotional and social development.

If children have been struggling emotionally, either temporarily or over longer periods, Flourishing helps us understand the needs being signalled by their behaviour and gives targeted strategies and activities to help them re-engage.

Our school ethos of 'Happy, Safe and Loved' is celebrated in school with all children. Some children, particularly our SEN children, seek out hugs in order to meet their wellbeing needs. This is something all staff are aware of and respond positively to throughout the day.

## Bullying

Bullying has been defined as any behaviour which is intended to hurt, threaten or frighten another person or group of people and which is repeated over a long period of time. It can include physical aggression such

as hitting, kicking, taking or damaging belongings. It can be verbal and also be indirect such as when someone is left out or ignored deliberately.

Cyber; racial; peer or peer harm; homophobic and sexual harassment are also linked to bullying. These may involve the same kinds of behaviour but may be directed against a person because of their protected characteristics: age, disability, gender, race, religion, belief or sexual orientation.

Our approach to tackling bullying is promoted through assemblies and collective worship; projects; role plays and stories. The children are made fully aware that all forms of bullying are unacceptable and will not be tolerated. Damage, injury or theft and other incidents demand a serious response. We believe raising awareness of the issues increases pupils understanding and makes them more likely to report incidents.

As bullying is often well hidden and carefully disguised it can often be underestimated and in order that this does not become the case in our school it is a high priority to identify the early signs and act upon them.

Bullying will be taken seriously by all teaching and non-teaching staff. Children should be encouraged to tell an adult if they are being bullied or if they know someone who is being bullied. Signs of bullying will be investigated and responded to quickly and appropriately. Each case will be handled as deemed appropriate but may follow these steps: -

- Acknowledge bullying has taken place.
- Speak to the victim about the problem, find out exactly what has been happening and when.
- Speak to the perpetrator to find out the circumstances, why this might be happening and identify any support they may need.
- Recording the incident on CPOMS.
- Report the matter to a Deputy Head and outline to him/her the strategies used and intentions for follow up action.
- Decisions at this stage will be taken about the involvement of the Head Teacher and parents.

- Take follow up action to ensure the problem has been resolved. Do this by checking with the victim and the adults involved in monitoring the situation.

## Vulnerable Groups

Staff are aware that some groups within school may either have difficulties with behaviour management or may be vulnerable to negative behaviours due to additional needs. Children are taught about tolerance and acceptance of others and any incidents of negative behaviour towards a child is dealt with swiftly by a member of staff.

## Character Development

Character education is embedded within our school curriculum and ethos. The activities and experiences of each Key Stage are mapped out to ensure the children are given a wide range of opportunities to build their character. Children are encouraged to reflect on the traits that they show, and the impact these have upon themselves and those around them. Each half term the children focus on one specific virtue, these have been selected by teachers and parents to ensure we meet the specific needs of our children.

Character education is delivered through:

- Direct teaching within lessons
- Assemblies to explore the focus character virtue
- Character themed days
- A range of opportunities to develop character traits in extra-curricular clubs, trips and residential trips
- Celebrating children who demonstrate positive virtues
- Weekly Cracking Character awards
- Working with the local community

## Parents and visitors

Parents and visitors to school are also expected to uphold the high standards of behaviour when they are in and around school. A code of conduct for parents and visitors is on the school website.

[See also Parental Code of Conduct policy](#)

## Discipline and Sanctions

At Beech Hill Primary School we believe that the best way to manage behaviour is to provide consistent and positive reinforcement of good behaviour. However, there will inevitably be occasions when children, for whatever reason, do not conform to the rules and there is therefore a need to discipline them. This is in line with statutory guidance, including Section 91 of the Education and Inspections Act 2006. The authority to discipline children extends to all paid staff with responsibility for pupils throughout the school.

## Discipline within the school grounds

Positive behaviour is consistently reinforced and by being alert to any injustices during the course of the daily routine, it can be demonstrated that such injustices are always addressed and resolved. At times of conflict, the staff help the child to feel in control by intervening calmly, acknowledging the feelings of the children, gathering information about what has happened, restating the problem, asking for ideas about solutions and supporting negotiation about how to move forward. Attention is drawn to the emotional impact that a child's action may have had on another child.

In some cases, children will need a verbal reprimand and teachers are permitted to raise their voice where appropriate.

Consistent offenders are encouraged to sit quietly and to think about their actions with their class teacher or SLT during a break or lunch time. During these discussions the children are asked to reflect on their actions and how to avoid a repetition. Parents are always informed when a child has consistently offended.

Children with SEN need individual approaches to behaviour management whilst maintaining high expectations that they will follow the school and classroom rules. Behaviour plans will be drawn up for children with extreme emotional behaviour needs and who require support from outside agencies.

A hierarchy of strategies to discourage and stop unwanted behaviour within the classroom have been discussed as a staff and should follow the following model.

1. Early intervention.
2. Non-verbal sign.
3. Tactical ignoring.
4. Verbal reminder of unacceptable behaviour to the individual, and then if appropriate involving the whole class.
5. Verbal reprimand from Deputy Head Teacher
6. Missing break or part of lunchtime.
7. Discussions with parents and Deputy Head Teachers regarding unacceptable behaviour.
8. Meeting with Head Teacher (including the consideration of a multi-agency assessment when pupil(s) display continuously disruptive behaviour.)
9. In circumstances where a child physically harms another child or member of staff, children can be sent home and a number of days suspension may be considered.

# Exclusions

**Internal exclusion** is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different room. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken.

The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules or repeat offending of incidents such as:

- Serious, actual or threatened violence against another pupil or a member of staff;
- Theft;
- Persistent prejudice based harassment or hatred based acts such as racism, sexism or homophobia.

Before an exclusion occurs a child will receive a warning about their behaviour and a playtime will be missed, the next step will be to speak to the head teacher and a phone call home will be made informing the parent/guardian that an internal exclusion will be the next sanction.

Exclusion may be the result of persistently poor behaviour or a serious single incident.

## **Exclusions**

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may seek approval from the Trust to exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also seek permission from the Trust to exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to Valour Trust. The school informs the parents how to make any such appeal.

The Head Teacher will inform the LA, LAB and Trust Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The LAB itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. Valour Mat will convene the appeals committee to consider any exclusion appeals on behalf of the Trust.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LAB, and consider whether the pupil should be reinstated. If the Trust's appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

## The use of reasonable force

In addition to the above and where appropriate as a last resort (primarily for the safety of a child, staff or other children) staff may use reasonable force to discipline a child. Reasonable force or restraint (*to hold back physically or to bring a pupil under control*) may be used to prevent a pupil or pupils from committing an offence, injuring themselves or others, damaging property and to ensure classroom order and discipline is maintained.

Staff have been trained how to safely handle children and move them to safety using taught techniques.

## Power to search pupils without consent

In addition to the use of reasonable force described above, staff may also use such force as is reasonable, given the circumstances, to conduct a search for the following '*prohibited items*'

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- stolen goods
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The previous guidance on reasonable force should be adjusted, as is considered reasonable by a member of staff, to take into account the physical or learning needs of disabled children or those identified as having special educational needs. It should also be noted that staff do not require parental consent to use force upon a child. If a child has been restrained or assisted to move, parents will be informed via a phone call and a record entered onto CPOMS

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty or if that item has been designated as not being permitted in school.

## Discipline outside of the school gates.

Where appropriate, staff may also discipline children outside the school gates (This will include: where a member of staff witnesses non-criminal acts or behaviour; the aforementioned are reported to the school.) This will also cover the following circumstances where a child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school
  - cyber bullying or the use of age inappropriate apps

## Accusations against Members of Staff

Any allegations of abuse against a member of staff are dealt with extremely seriously (see related documents on safeguarding and child protection) During the process of dealing with an allegation against a member of staff, every effort will be made to maintain confidentiality and guard against unwanted publicity while the allegation is investigated (in accordance with Department of Education guidance) Suspension will not be used as an automatic response, when an allegation has been reported. Any child making a malicious accusation against a member of staff will

receive a verbal reprimand from a member of the Senior Leadership Team and have the incident noted on their school record. This includes false or malicious allegations by parents. Any form of bullying towards staff, by parents, guardians or relatives, will be dealt with by the Senior Leadership Team and if necessary action taken to bar the adult from the school site.

Please also see:

- Safeguarding policy
- SEN policy
- Parents and visitors code of conduct
- Whistleblowing

Updated by Jess Eatock and the SLT  
February 2025

## Scripted responses

### Scripted responses.

#### Answering back

- I'm disappointed that you've answered back. You sound really rude.
- This conversation has finished. We will speak later, in your time.
- We'll talk at playtime. Thank you to everyone who is managing to ignore that behaviour.

#### Refusal

- I'll help you if you need it.
- You can do it now or at playtime.
- You can do it in Mrs Eatock's office when you explain why you have refused.

#### Shouting out

- If you have something to say, put your hand up.
- I'm not going to listen until you put your hand up.
- If you can't put your hand up, I'll have to move your peg. (or whatever you use!)  
(EY/KS1)
- If you can't get it right now, you can stay in at playtime to practise. (KS2)

# Behaviour at Lunch

## Straight to deputy on duty:

Refusal  
Swearing at staff.  
Repeatedly disrespectful to members of staff  
Leaving the grounds  
Fighting  
Racism  
Sexualised behaviour  
Threatening harm to others  
Damaging property on purpose.

- Please make sure red issues are brought to the attention of a deputy/head on duty as soon as possible - you can come yourself or send another sensible child if you are unable to.
- Please make sure orange and red issues are passed on to class teachers (so they can follow these up and alter rewards or feedback to parents) when you see them at the end of lunch.

## Dealt with by lunch staff then passed on to class teacher

Silly behaviour more than once by the same child  
Concerns regarding well-being of children  
Concerns re bullying  
Someone is injured or unwell

## Dealt with by lunch staff:

Friendship issues easily resolved  
Unkind words that are easily dealt with  
Silly behaviour that doesn't reoccur once spoken to

Monday	Jackie
Tuesday	Jess
Wednesday	Kate
Thursday	Jackie
Friday	Kate