

# Behaviour and Attitudes: A Whole School Approach



**Approved by:** Full Governing Body

**Date:** 14.9.23

**Signature (Chair of Governors):**

**Next Review Date:** July 2024

# Behaviour and Attitudes: A Whole School Approach



## Rationale

It is our aim that children at Becontree Primary School love learning and become respectful and caring citizens who take responsibility for their own behaviour. The children are proud to be a member of our school community and work hard to be positive ambassadors of the school. To achieve this, we set out clear expectations of behaviour for pupils across all aspects of school life.

## EYFS Expectations

We follow a 'Stay on Green' system where children are encouraged to follow the Green behaviour expectations. See Appendix 1. The children in EYFS follow a similar model to KS1/KS2 children. All children start on the green smiley face, if a child demonstrates exceptional behaviour they move up to the rainbow. If a child makes a poor or inappropriate behaviour choice they move from green to orange to red.

## KS1/KS2 Expectations

We follow a 'Stay on Green' system where children are encouraged to follow the Green behaviour expectations. See Appendix 1. Different colours represent a clearly defined set of behaviours.

Every class has a Stay on Green display and at the start of the week each child starts on green. If a child makes a poor or inappropriate behaviour choice they move down the colours from green to blue, to yellow and then red.

## How do we teach/promote our expectations?

- Our school motto
- PSHE lessons
- Growth Mindset strategy (see slide 2)
- Rewards (see slide 3)
- Sanctions (see slide 4)
- Assemblies
- In class, corridor and hall displays
- Anti-bullying work
- Uniform expectations

# Developing a Growth Mindset in EYFS/KS1



**Growth Mindset**  
We want all children to relish challenges and embrace their mistakes as part of the learning processes. We also want them to value the importance of effort, respond to feedback and take inspiration from others. This will help them to achieve not only in school, but also in their future lives.

## **Councillor Co-operate**

Councillor Co-operate:

- works well with a partner, a group or a within a team;
- is good at sharing and taking turns;
- listens when others are speaking;
- values the opinions of others;
- is tolerant and respects others' views;
- explains things to help others learn.



## **Captain Curious**

Captain Curious:

- notices things;
- looks for patterns and connections;
- asks questions, e.g. 'What if...?'
- looks to find answers to questions;
- takes responsibility for their own learning;
- uses their imagination to think up new ideas and questions.



## **Inspector Improvement**

Inspector Improvement:

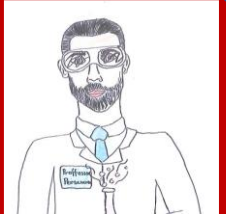
- concentrates;
- practises;
- accepts and act upon feedback;
- learns from their mistakes;
- asks questions;
- asks for help;
- takes risks
- looks forward to challenges.



## **Professor Perseverance**

Professor Perseverance:

- has self-belief;
- works hard;
- has a desire to want to improve;
- is confident to have a go;
- doesn't give up and tries different ways to find a solution;
- doesn't worry if things go wrong;
- is resilient.



## **How do we teach Growth Mindset?**

We promote this by using growth mindset language and attitudes in the classroom and promoting the power of 'Yet!'. We believe there is a difference between not knowing and not knowing yet. This positive attitude to learning is important as a positive attitude can impact on how children will approach new learning experiences in all aspects of their life.

# Embedding a Growth Mindset in KS2



**Growth Mindset**  
We want all children to relish challenges and embrace their mistakes as part of the learning processes. This is embedded through our 4Rs which promotes a growth mindset language and attitude in the classroom.



## Ready

### Ready

- I arrive on time.
- I have all the equipment needed for each lesson.
- I look at and listen to the person speaking.
- I concentrate on learning.
- I am prepared to contribute.



## Responsible

### Responsible

- I ask for help when I need it.
- I always engage in my learning in a positive way.
- I finish my work on time.



## Reflective

### Reflective

- I accept and act upon the feedback given.
- I think about what I did well and how I can improve.



## Resilient

### Resilient

- I never 'give up' even if I find something difficult.
- I know that mistakes help me to learn.



# Reward Systems



## Rainbow Chart (EYFS)- See Responding to and Recording Unacceptable Behaviour Guidance

- Children start the week on the green smiley face with the aim of staying on the green face by the end of the week by demonstrating positive behaviour in line with EYFS expectations.
- Children move down to the orange face or red face if they demonstrate any inappropriate behaviours.
- Children are able to move back up the faces for making more positive choices.

## Rainbow Tickets (Whole School)

- Midday assistants have Rainbow Tickets.
- Children earn rainbow tickets for demonstrating our school motto 'Respecting One Another'.
- (see Respect Tickets information)

## Reward Systems

Our reward systems reflect our school motto and promote key elements that underpin our whole school curriculum- Respect, Growth Mindset, Language and Communication and Literacy.

## Stay on Green (KS1 and KS2) – See Responding to and Recording Unacceptable Behaviour Guidance

- Children start each week on green with the aim of staying on green by demonstrating positive behaviour in line with school expectations. Children move down colours (green, blue, yellow, red) if they demonstrate any inappropriate behaviours. Children are able to move back up the colours by making more positive choices.
- A monitoring sheet is completed at the end of each week to record which colour each child has ended their week on.
- Children are earn minutes for each colour they stay on by Friday. These minutes are then accumulated for the term and used to take part in a special golden time activity at the end of each term.

## Growth Mindset (Whole School)

- We encourage children to become positive and resilient learners. Learning about inspirational people forms part of our work in this area.
- Children are explicitly taught about the traits of the school's four growth mindset characters (Professor Perseverance, Inspector Improvement, Captain Curious and Councilor Co-operate)
- Children in EYFS/KS1 learn to develop a growth mindset and can earn a certificate for demonstrating perseverance, improvement, being curious and co-operative during their time in the infants.
- The development a growth mindset in KS2 continues through the use of the 4Rs.
- Children learn about what is needed to have a growth mindset and learn about famous adults who demonstrated a growth mindset.

## Respect Tickets (KS1/KS2)

- Children earn respect tickets from all adults in school for demonstrating our school motto 'Respecting One Another'.
- Each respect ticket is placed in the relevant phase box.
- A weekly draw of tickets takes place on a Monday (x1 ticket for KS1, x1 ticket for Lower KS2, x1 ticket for Upper KS2)
- Each ticket drawn entitles the child to choose a prize from the reward cabinet.
- Random ticket selections are also made!

## Termly Behaviour Certificates (KS1)

These certificates link to **Stay on Green**. Children earn a certificate each term for consistently making positive behaviour choices in line with our school expectations.

## Termly Behaviour Badges (KS2)

- Badges link to Stay on Green. Children can earn a badge each term for consistently making positive behaviour choices.
- At the end of each academic year they can earn bronze, silver and gold badges. If they achieve all 3 badges they can then get a platinum badge. Platinum badge winners are invited to an end of year experience when they are in Year 6.

## Golden Tickets (Whole School)

- Golden tickets are awarded to children and adults who go above and beyond in upholding our school values and themes that underpin our curriculum.
- Golden tickets are presented in assembly each Friday. A PowerPoint is uploaded to the school website. Winners are invited to lunch with the headteacher/senior member of staff and receive a golden pencil.

## Becontree 100 (Rec, KS1 and 2)

- Every day a class has 100% attendance they earn a letter to spell Becontree 100 (KS1 and 2), Bec100 (Reception).
- Once they have collected all the letters the class has a non-uniform day as a reward and receives a class certificate.
- For every 5<sup>th</sup>, 10<sup>th</sup>, 15<sup>th</sup> etc time they spell the phrase, the class get to pick an activity that they would like to do for the afternoon as a reward.

## Hooked On Books (Whole School)

- Children who show an enthusiasm for reading are rewarded with a book and a certificate at the end of each week. They also have their picture put up on display in the classroom and on the school website.

## Individual Teacher Strategies

A teacher may also choose to use their own strategy in the classroom to promote positive behaviour e.g. Class Dojo Points.

# Sanctions and Consequences



## Sanctions and Consequences

The school have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.

Our sanctions and consequences are followed from the least to the most intrusive and are linked to the levels of behaviour in our Stay on Green behaviour system.

### Time Out (Whole School)

EYFS – children are asked to sit on a ‘thinking chair’ for 5 minutes to reflect on their behaviour.  
KS1 and 2 – children are sent to a partner class for a 10 minute reflection time.  
Any learning time lost must be paid back during play and lunch times.

### Behaviour Logs (Whole School)- See Responding to and Recording Unacceptable Behaviour Guidance

These logs are saved in a central place and are used to record incidents or inappropriate behaviours.

- The behaviour and sanction is logged on CPOMS by the adult who saw the behaviour/incident.
- Red behaviours are sent directly to a member of SLT.
- For Yellow and Blue behaviours the phase lead and DHT should be alerted,
- Sanctions and Consequences are put in place in line with our policy.
- If a child is gaining frequent entries to may be that an Individual Management Plan (Stage 1) is put in place.

### Discrimination Log

Any child who demonstrates discriminatory behaviour will receive a consequence. A discrimination log will also be completed by the adult who witnessed this and this will be given to the headteacher. These incidents are reported to the Governing Body each term. Repeated incidents are taken seriously.

### Teachers’ Powers (in line with DfE Guidance)

- Teachers are able to discipline children at any time the child is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers have the power to search with or without consent for ‘prohibited items’ including: knives and weapons, alcohol, illegal drugs, tobacco, cigarette papers or e-cigarettes, stolen items, any article that is likely to be used to commit an offence or cause personal injury, any item banned by school rules. See Appendix 1.
- Teachers are able to confiscate a child’s property, without consent, where they have reasonable grounds for suspecting they have a prohibited item or an item that is considered harmful or detrimental to school discipline.
- Teachers have the power to discipline children for misbehaving outside of the school premises. This will be proportionate and fair according to the age of the child and any special circumstances that affect the child.
- Teachers (all staff) have a legal power to use a reasonable force to stop children from committing an offence, causing personal injury/damage to themselves/others or school property, prejudicing or maintain good discipline at the school.

### Repeated Time Out – SLT

If a child has repeated time out sessions within a short time span, the child can also be given time out with a member of SLT.  
Any learning time lost must be paid back during play and lunch times.

Class teachers should, provide work for the child to do during this time.

### Loss of Privileges

As a consequence for poor behaviour, a child can lose certain privileges. e.g. attending clubs, being a classroom monitor, being a school council representative, being a Becontree buddy.

### Internal Suspensions

For a more serious behaviour incident, a child can be given an internal suspension. This can only be issued by the HT (or DHT in their absence.)

The length of time will depend on the nature of the incident and will be at the head teacher’s discretion. Parents will be notified of this in writing.

The exclusion will be supervised by a member of SLT. Class teachers will supply work for the child to do in line with work covered in the classroom as far as possible.

### Suspensions or Exclusions

Only the headteacher of a school can suspend or give an exclusion to a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more **fixed** periods (up to a maximum of 45 school days in a single academic year), or **be given an exclusion**. An exclusion does not have to be for a continuous period.

Exclusions are for more serious or repetitive incidents, includes:

- physical assault against a pupil or an adult
- verbal abuse/threatening behaviour against a pupil or an adult
- repeated bullying
- sexual misconduct (inc. sexual abuse/harassment, lewd behaviour, up skirting, and assault)
- damage to school or personal property
- persistent disruptive behaviour
- racist abuse
- abuse against sexual orientation and gender identity
- drug and alcohol related incidents
- inappropriate use of social media or online technology
- theft
- use or threat of use of an offensive weapon or prohibited item
- abuse relating to a disability

This list is not extensive and a child may be excluded for something which is not covered by one of the categories above at the headteachers discretion.

# Pupil Support Systems

## Nurture Provision

This is a small group intervention which assesses the child's learning and social and emotional needs and gives the necessary support to help reduce barriers to learning. There is a great emphasis placed on language development and communication during the sessions

## School Counselling

Children may be referred to a school councillor if we feel that behaviour is impacting on their social, and emotional well-being.

## CAMHS

Children may be referred to a CAMHS Vulnerable Clinic where

## External Additional Resource Provisions

- Acorns – KS1
- Cambell Primary Centre – KS2

These services provide specialist support for children who are experiencing Social, Emotional and/or Mental Health needs.

They are a preventative, child-centred behaviour provision working to promote the inclusion of young children who have been identified as at risk of exclusion from their school.

## Individual Management Plans (Stage 2)

Individual Management Plans are drawn up for children who need further support and nurture in managing their behaviour. The purpose of these are to decrease any potential risks and encourage positive working relationships and children's wellbeing.

## Pupil Support Systems

Where children find it difficult, we offer a range of supportive provisions to help children to understand, improve and take responsibility for their behaviour. The focus is on support and working in partnership with parents and other agencies

## In School Provisions (Four Seasons ARPI Zen Den)

These provisions are used to meet the complex learning needs for children with social and communication difficulties and/or children with Autism. They are set in a nurturing environment which is designed to allow children to develop both socially and academically and develops positive behaviours for learning.

## Individual Management Plans and Charts (Stage 1)

An individual management plan is put in place to help both adults and children understand and manage behaviour of individuals who display frequent challenging behaviours. The plan details a range of strategies that are put in place to support the child.

A behaviour chart is used for an individual to set a specific target for them to work on to improve. Praise and rewards (stickers etc) are given when the child demonstrates the targeted behaviour.

## Outside Agency Involvement

We use a range of strategies and work in partnership with local support services e.g.

- Youth At Risk Team (YARM)
- Local Authority Inclusion Officer
- Education Psychologist
- BDSIP
- Early Help/Social Care Team

## Bespoke Interventions

We deliver a number of different interventions to support children in identifying and understanding their emotions. For example:

- Lego Therapy
- Purr-Fect
- Dove- Good To Be Me

## Transition

We endeavour to make sure that there is a smooth transition both to and from Becontree. Transition may include:

- home visits
- visiting a child in their current setting
- working with other agencies who are supporting the child
- holding meetings with parents prior to the child starting.

During transition for Y6 children, we also work with local secondary schools. This involves:

- children visiting the secondary school
- secondary school staff visiting the child at Becontree
- Y6 staff or DHT attending a local authority transition meeting
- ensuring paperwork is sent to receiving Secondary School in September (following GDPR procedures)





# Link with other Policies

Our Whole School Approach to Behaviour and Attitudes should be read in conjunction with the following policies:

- Anti Bullying Policy
- Attendance Policy
- Safeguarding Policy
  - PSHE Policy
- Positive Handling Policy
  - Inclusion Policy
- Responding to and Recording Unacceptable Behaviour Guidance
  - Single Equality Scheme

These policies can be found on our school website (in the 'What We Do' section) or please contact the school and request a paper copy.

Behaviour in Schools: Advice for headteachers and school staff

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181584/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

Searching, screening and confiscation (Advice for headteachers, school staff and governing bodies) can be found at

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)



# Stay on Green



KS2

I am on **green** because I am respectful

- I show respect to:
  - myself;
  - other children;
  - adults, including visitors;
  - school and other people's property.
- I keep all unhelpful hands, feet, other objects and comments to myself.
- I follow instructions from adults straight away.
- I walk quietly and sensibly around the building.
- I listen to others when they talk and I take turns to speak.

I am on **green** because I have a **positive attitude** and I demonstrate the **4Rs**. I am:

## Ready

- I arrive on time.
- I have all the equipment needed for each lesson.
- I look at and listen to the person speaking.
- I concentrate on learning.
- I am prepared to contribute.

## Responsible

- I ask for help when I need it.
- I always engage in my learning in a positive way.

## Reflective

- I accept and act upon the feedback given.
- I think about what I did well and how I can improve.

## Resilient

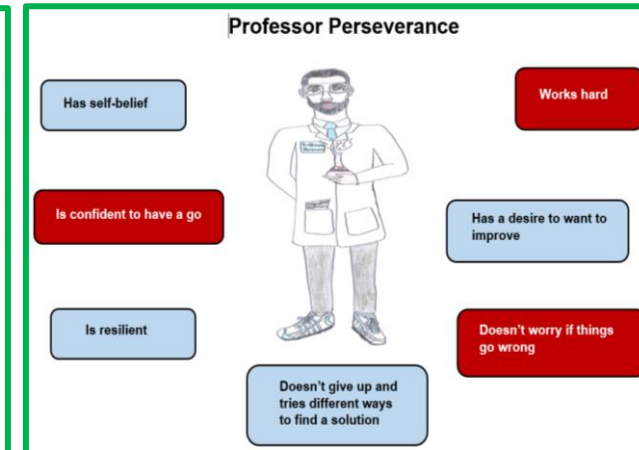
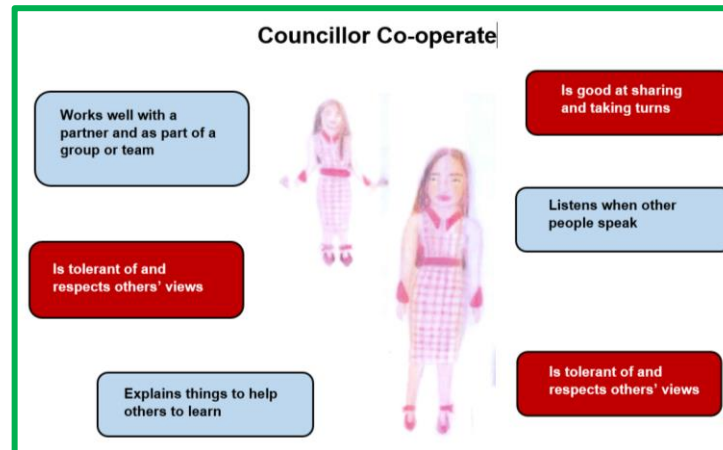
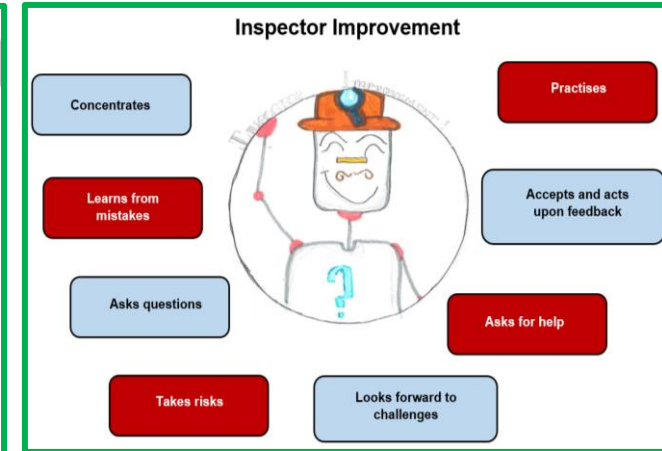
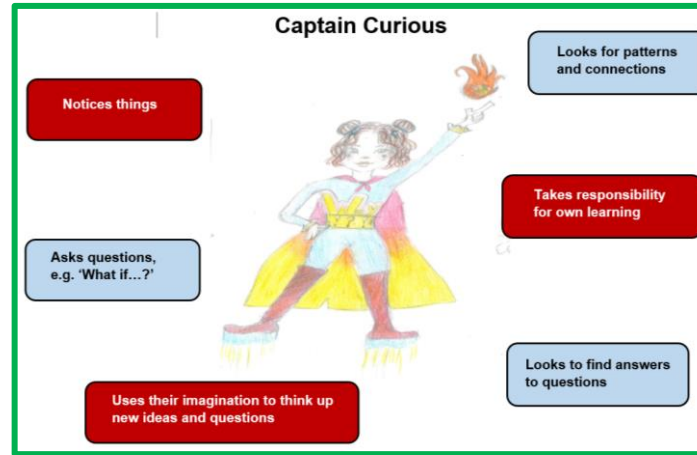
- I never 'give up' even if I find something difficult.
- I know that mistakes help me to learn.



I am on **green** because I am respectful.  
*I show respect by:*

- Following instructions from adults straight away.
- Walking quietly and sensibly around the building.
- Keeping all unhelpful hands, feet, other objects and comments to myself.
- Playing co-operatively and being kind to other children.
- Using the outdoor equipment appropriately and following any rules.
- Helping to look after our school and all equipment correctly and returning it to the proper place.

I am on **green** because I have a **positive attitude to learning** just like:



# Rainbow Chart

EYFS

I am on the **RAINBOW** because:

- I have kind hands



- I have kind feet



- I use kind words

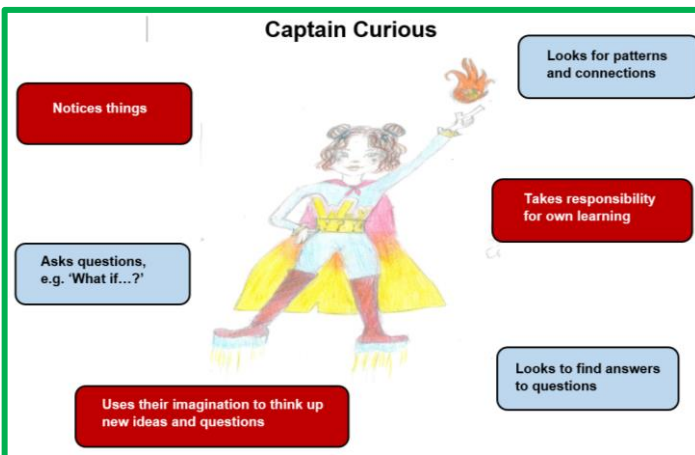


- I have a kind heart

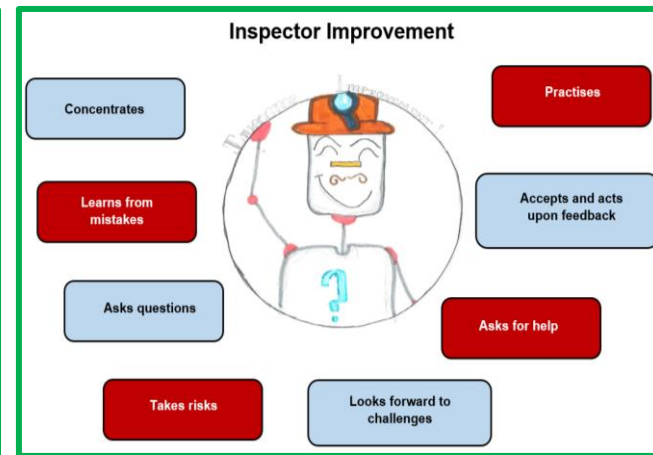


I am on **green** because I have a **positive attitude to learning** just like:

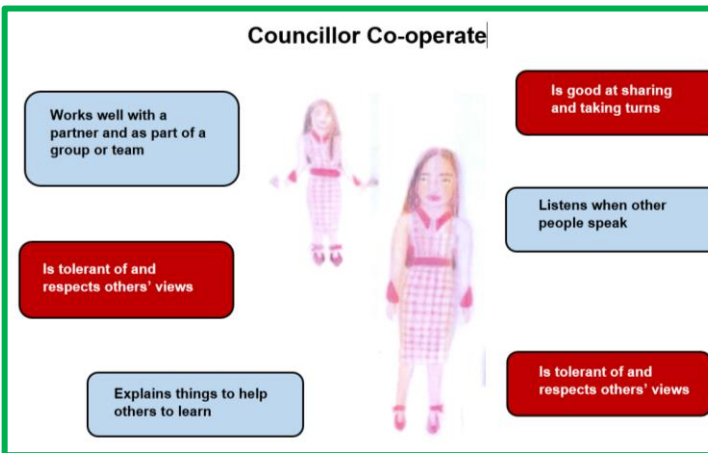
## Captain Curious



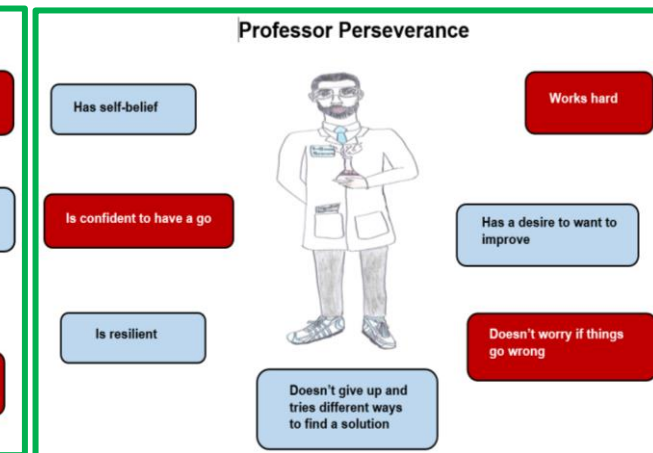
## Inspector Improvement



## Councillor Co-operate



## Professor Perseverance



# Red Behaviours

*I am on RED because I have not followed the 4 R's (Ready for learning, Responsible, Reflective and Resilient) by:*

- Walking out of class without permission
- Speaking disrespectfully to a member of staff
- Refusing to carry out an instruction from an adult
- Being offensive by using language which is offensive to others
- Being involved in repeated incidents of intimidation and bullying
- Being involved in fighting or hurting others on purpose
- Endangering the safety of others through my actions
- Taking property that does not belong to me
- Intentionally damaging school property

*Please log behaviour on CPOMS and alert the DHT for your Phase.*



# Appendix 1: Searching Guidance for Staff (in line with DfE Guidance)

## Authorised staff

Members of the Leadership and Management Team, and Mr Hack (Health and Well-being Lead) are authorised to search pupils, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

## Prohibited items and items banned by school rules

Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, including e-cigarettes, fireworks, pornographic images.

Any article the member of staff reasonably suspects has been, or is likely to be, used:

- to commit an offence;
- to cause personal injury to, or damage to the property of, any person (including the pupil)

## Searching with consent

No formal written consent is needed.

The child will be asked to turn out his/her pockets or if the teacher can look in the child's bag.

If the child refuses, the teacher can apply an appropriate punishment in line with the school's behaviour policy.

## Searching without consent

In relation to the above list of prohibited items and items banned by school rules, an authorised member of staff can search a pupil without consent, if you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item. The authorised person must:

- Be the same sex as the pupil being searched, unless you reasonably believe that there is a reasonable risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- Have a witness present; where possible, they should be the same sex as the pupil being searched.
- Be aware that pupils, under article 8 of the European Convention on Human Rights, have the right to expect a reasonable level of personal privacy.

## Extent of the search

The pupil can only be required to remove outer clothing (clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear), where necessary. Only a person with more extensive powers, e.g. a police officer, can carry out a more intimate search.