



Behaviour for Learning Policy and Guide

Statutory	Yes - Website
Review Date	Annual
Reviewed By	Headteacher/Governors

THE MARLOW
EDUCATION TRUST

A Positive Approach

Ethos

Beechview Academy is committed to achieving the highest possible academic standards by valuing all individuals irrespective of gender, race, colour, creed or social background. We develop happy and caring children who have the highest standards of courtesy, consideration and behaviour. We understand that there is a direct link between children who achieve well and positive behaviour for learning. We want all our children to aim high and succeed. We work to ensure the children have the skills needed to become good citizens in a multi-cultural society upheld by British Values. (*Appendix 1*).

Aims

This policy sets out our expectations for behaviour and the way in which we achieve them.

The underlying principle of instilling good behaviour for learning is that expectations are clear and applied consistently across the whole school. We do recognise that for some children behaviour for learning is harder to achieve and we set out how we will support them. This policy is based on DfE statutory requirements and advice from experts regarding improving behaviour for learning.

We aim:

- For all children at Beechview to become self-motivated, self-disciplined, confident and independent young people.
- For all children to become tolerant, honest and sensitive to the needs of others.
- To nurture all children's sense of self-worth.
- For all staff to model positive behaviours through interactions with the children and other staff members.
- To encourage children to think about the impact of their behaviour on others and how to make changes to improve this.
- For all stakeholders to be aware of the expected standards of behaviour in and around school.
- To create a safe, stable and calm environment, where standards and expectations are high.
- To catch children going 'over and above' in their role within our school community and celebrate and promote positive behaviour.
- We reprimand in private and praise in public.

Positive behaviour and rewards

At Beechview Academy, we are aware that the majority of children behave consistently and in accordance with the standards and expectations of our classroom rules and school values. We constantly strive to reinforce all that is good in the way of work, behaviour and social interactions. Our whole school ethos is based on identifying the positives and celebrating these and keeping negative observations to a minimum, with these occurring more privately in a supportive environment rather than the public arena.

Here are how we support and see positive behaviours:



Classroom Environment

At Beechview Academy staff practise a positive classroom environment so children enjoy

coming to school. They feel safe and respected and thus demonstrate positive behaviour supporting successful learning outcomes. A positive attitude towards learning minimises negative behaviour. Teachers use their classrooms to promote positive behaviour for learning habits and awareness.

Part of the positive classroom environment that staff create is by the use of 'meet and greets' every morning by all staff members. SLT are present on the gate and greet all children, with Learning Support Assistants (LSAs) greeting them on the playground and, finally, teachers greeting them positively at the classroom door. At Beechview, staff know how important it is to build a relationship with the children and start each day positively.

Wonderful Walking

When walking around the school, between classrooms, the children are encouraged to use 'Wonderful Walking' as Beechview pupils are respectful of other people's learning within the school. This behaviour is routinely reminded to the pupils and positive examples are rewarded and highlighted.

Rewards

Teachers and all staff use a variety of rewards to support these positive behaviours in line with their relationship with their class and pupils. Pupils receive class dojos (House points) when they are showing the positive behaviours linked to the classroom rules and values. Pupils who have tried particularly hard in their work, behaviour or in any other fashion may be sent to the headteacher, deputy headteacher or assistant headteacher, who will reinforce the praise already given by the class teacher and/or year group staff.

Through assemblies, attention is drawn to highest dojo winners of the week and a star of the week is given by the class teacher for a number of reasons, including a particularly commendable piece of work, for behaving in an exemplary manner or have in any other way been an example to the high expectations we set. We try to ensure that each pupil is, at some time, rewarded in this manner, celebrating successes.

Here are a list of possible rewards:

- Verbal praise/recognition
- Class Dojos/ House points
- Star of the Week
- Class Dojo winner
- Stickers/stamps/smiley faces
- Positive comments on work
- Good work is shared with peers/other staff/parallel classes/whole school/SLT
- Celebration assembly
- Parental involvement (Parents can see class dojos as they are given)
- Work/behaviour commended to appropriate staff member.

Addressing Misbehaviour

Types of Behaviour

We see behaviour as a form of communication, especially for younger children.

We understand that there could be a number of reasons why children behave in particular ways:

- Work is not matched to the child's ability (work is too demanding or not demanding enough)
- Ineffective classroom management

- Low self-esteem on the part of the child
- Difficulties at home, Family problems, etc
- Safeguarding - sign of abuse, trauma, etc (See *CP Policy* and [*Behaviour Regulation & Relationships Policy*](#))
- Changed situation e.g. step parent, new baby etc.
- Health/medical problems
- Specific diagnosis or learning difficulty

We recognise that, at times, children need support to be guided away from anti-social behaviour and towards the expected behaviour (*Appendix 2: Behaviour Management strategies*). At all times, staff will deal with children in a sensitive way to ensure that their self-esteem is not harmed. Staff at Beechview understand the importance of building a positive relationship with the children and work hard to support them daily. For lower level disruptions in classes, when positive reinforcement has not achieved the desired effect, it is important to ensure that a child has ample opportunities to be able to 'turn their behaviour around' and make positive choices in a supported environment.

If a child struggles to demonstrate positive behaviour for learning and positive behaviour strategies have not worked then a meeting with the parent and class teacher will be arranged to discuss further levels of support and form a supportive community around the child. The headteacher will be the next step if the child continues to struggle to demonstrate positive behaviours for learning.

Support in the form of a positive behaviour chart (*Appendix 4: Behaviour/Target Chart example*) will be used and created with the pupil. Appropriate and achievable targets will be identified and desirable rewards to strive for.

In conjunction with the chart, a positive behaviour management plan (*Appendix 5: Positive Behaviour Management Plan*) will be developed with the pupil, parents and staff to ensure a clear understanding of expectations of behaviour and how each party will support the child to achieve this. These plans are not permanent and the aim is to constantly be reassessing with the pupil, parents and staff to get to a position where the child no longer needs the plan in place and the whole school policy is what supports and guides them.

Restorative Justice

At Beechview the children's social and emotional health is paramount. The staff will be trained in the approach of restorative justice where children are encouraged to take responsibility for their behaviour and recognise the harm it has caused others. This is facilitated through questioning and mediation. Pupils will be trained in this approach as well and the new skill set will supplement their role as Playground Buddies: supporting other children in creating a kind and positive culture in and around the school.

Some of the questions currently used when working through disagreements are as follows:

- What happened?
- Who has been affected and how?
- How can we put right the harm?
- What have we all learnt so as to make different choices next time?

Types of Unacceptable Behaviour

Although there can be many reasons why a child may choose to not display positive learning behaviour, there are some unacceptable behaviours that will not be tolerated at Beechview

Academy. These behaviours will almost always fall into the following categories:

- Child on Child abuse - A child physically hurting another child (please refer to our Child Protection and Safeguarding policy)
- A child physically hurting an adult
- Swearing as a form of verbal abuse
- A child saying hurtful things to another child
- Making a racist or homophobic comment
- Stealing
- A child consistently refusing to do a task or follow instructions
- Damaging property (pupil's or Academy's) (Refer to 'Charging & Remissions policy, point 6)
- Bullying (procedures for dealing with Bullying and the prevention of bullying are dealt with in our Anti-Bullying Policy).

*Please note this is not an exhaustive list.

Suspensions or Permanent Exclusion can be used in more extreme cases. Please refer to *Suspension and Exclusions Policy* for further information.

Generally, a behaviour plan is developed with the pupil, parents and school staff to improve persistently poor or inappropriate behaviour. This plan will include strategies, support and measurable targets along with a timetabled review. If this has been unsuccessful or behaviour is deemed unsafe, violent or extreme, the school may move to **suspend** the pupil on a temporary basis; or permanently if deemed an appropriate response in regard to the behaviour presented. The school will always work in the best interests of pupil and staff safety primarily but also work collaboratively with families to seek the best possible solutions to improve behaviour and outcomes for all pupils.

The school follows guidance from the DfE Suspensions and Exclusions document:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.](#)

Governing Body

This policy will be monitored and evaluated by senior staff and governors annually. They will track and monitor the behaviour logs to ensure that current practice is effective. It will be reviewed in line with the school's Governors Curriculum Committee schedule.

SLT

The Senior Leadership Team (SLT) are responsible for instilling a positive behaviour for learning culture in the school. To achieve this, the SLT will routinely share this policy with staff and monitor its effectiveness. SLT will create, implement and review the strategies for creating this culture while supporting the staff. SLT will lead by example and ensure the priorities of the school reflect the importance of behaviour to promote pupil progress and well-being among the school community.

Staff

Staff are committed to promoting the Academy ethos and positive values in all that they do while supporting and acknowledging the British Values (Appendix 1). Staff are models of excellence in the way they behave and follow the Staff Code of Conduct. They receive regular training in behaviour management strategies and are supported primarily by the **SLT**. Assemblies and subjects across the curriculum, such as PSHE, Collective Worship and RE to discuss social, emotional and moral aspects of learning, are also used by staff to discuss behaviour.

Working with parents

We recognise the importance of parents in developing a child's personal behaviour code. Our Beechview Values are detailed on the school website and children and parents are made aware of our behaviour policy through curriculum meetings and lessons. Any parent who is unable to attend will have access to all information on the school website.

Where outstanding positive behaviour has been noted, parents will be invited to share in their child's achievements. We use a wide range of methods for communicating these successes with parents, but the core tool is Class Dojo. Where anti-social behaviour becomes a significant concern, parents are contacted and are involved in the development of intervention and support. At all times, they are encouraged to take part in evaluating how effective the support has been and devising the next steps.

Child on Child abuse

Our DSL & welfare team, will also become involved with any pupils who display persistent behavioural problems or who are exhibiting any examples of Child on Child abuse. These include racism, bullying, homophobic behaviour or harmful sexual behaviours. This will be referred to the DSL, who will work with them or arrange appropriate support to support them on changing their behaviour.

Bullying (including Cyber-bullying)

All allegations of bullying should be treated with seriousness and urgency. The classroom teacher will deal with this initially but then may refer to the DSL and welfare team. Children who have acted inappropriately and have bullied other children, will have to earn their right to playtime with the other children by showing they have changed their behaviour and understand the impact it has on others (restorative justice).

Special Educational Needs

Children who persistently experience difficulties following the rules may be identified as having a special educational need in the category of social, emotional and behavioural difficulties.

Staff can raise awareness of the areas of difficulties through Cause for Concerns forms and share these with SENCO and then parents/carers. Where appropriate an ECHP/ behaviour plan is written and a date for review recorded.

Trauma Informed and Attachment Aware

Children with Adverse Childhood Experiences (ACEs) may have difficulties regulating their behaviour. As previously mentioned, we understand that behaviour is a form of communication. Children whose history is known may be identified for additional support from designated adults or follow up meetings will be arranged with parents/carers to investigate possible causes of behaviour.

With a deeper understanding of their experiences, it is easier to ensure the support available is effective and appropriate. Building and modelling positive relationships is fundamental to supporting children and the Trauma Informed and Attachment Aware approach. For more information please read the 'Behaviour Regulation & Relationships Policy'.

Outside Agencies

If there is still no improvement then the child may be referred to the Behaviour Support Team and/or the local PRU provision & team. We will work closely with parent/carers to support referrals to the Child Development Team or other agencies.

The child and family may be referred to the Child and Adolescent Mental Health Team.

Power to search without consent

Headteachers and staff are authorised and have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for. The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Weapons, knives and extreme or child pornography will be handed over to the police.

Beechview Academy recognises where anti-social behaviour becomes the persistent use of aggression with the intent of hurting someone; it is our duty to deal with the bullying behaviour. Our policy and procedures for dealing with this behaviour are detailed in our Anti-Bullying policy.

Reasonable Force

There are members of staff in school trained in the use of reasonable force. Manually handling any child should only be undertaken under circumstances where the child is in danger or at risk of serious harm to themselves or others or refusing to follow instructions and they are disrupting the behaviour of others. These actions must comply with and follow the advice from the DfE. This must always be recorded as per the Restrictive Intervention policy. Please refer to the Restrictive Intervention Policy and see notes from DfE Use of reasonable force in Appendix 5.

Equal Opportunities

This policy has been written in accordance with, and meets the requirements of the Equality Act 2010.

Appendices

Appendix 1 British values - Promoting fundamental British Values as part of SMSC in schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

Appendix 2 Behaviour Management Strategies

This list of strategies does not contain every possible effective way to deal with anti-social behaviour. However, many of the strategies below will help to ensure that any anti-social behaviour does not become more frequent or needing to be dealt with by a formal process or sanction.

1. Discussion and reminders of expected behaviour i.e. classroom rules.
2. Being aware of possible problem times, e.g: class movement, organisation of resources, structured activities.
3. Pre-empting difficult situations and quietly diffusing problems (use of de-escalation strategies).
4. Praising desired behaviour.
5. Using the Reward Systems
6. Ignoring attention seeking behaviour as far as possible **if it is safe to do so.**
7. Use counter-intuitive practise
8. Using a quiet, calm voice - avoiding shouting, sarcasm, humiliation, confrontation.
9. Using child's name.
10. Recognising individual needs, ability and potential.
11. Carefully differentiating the curriculum to meet needs in order to avoid frustration and failure.
12. Making learning interesting and varied to create motivation and avoid boredom.
13. Being well organised and prepared.
14. Teachers to establish routines within their own classroom for
 - starting and finishing work
 - moving from one activity to another.
15. All staff to reinforce agreed code for
 - moving around school
 - entering and leaving assembly
 - entering and leaving the building.

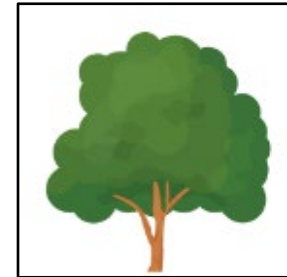
Appendix 3 Behaviour/ Target chart example

Pupil Name

Tuesday					Completed by: Teacher Name					My Targets
										1.
										2.
										3.
										I need to get 2 GREENS to.....
										Did I get my Reward Time today? Yes/No
Arriving at school & SODA			Break			Lunch			Home	Did I use it today? Yes/No

Appendix 4 - Positive Behaviour Management Plan

Full Name:		School:	
Date of Birth:		Gender:	
Home Language:		Ethnicity:	



Parent(s)/Carer(s) with Parental Responsibility	
Relationship to Child/Young Person	
Address & contact details	
Telephone	
Email	

All About “Me”

<u>What’s important to/for me:</u>	<u>How best to support me/communicate with me:</u>	<u>What people like and admire about me:</u>
•	•	•

Brief description of presenting difficult/dangerous behaviours: •	Positive behaviour(s) we wish to see / have: •
Differentiated measures to promote/support positive behaviours: •	

POSITIVE behaviours you will see:	What you will say and do: It is important that staff are consistently catching and rewarding positive behaviour.
	•
DIFFICULT behaviours you will see:	What you will say and do: The aim initially is for staff to get back to positive behaviours first before completing the work
	•
DANGEROUS behaviours you will see:	What you will say and do: The purpose of this level is exclusively to provide a safe environment until the student de-escalates.
	•
Post-incident recovery and debrief measures: •	

Signature of Young Person: Date:		Signature of Parent: Date:	
Signature of Class Teacher: Date:		Signature of Head Teacher: Date:	

Appendix 5

Taken from DFE (April 2026) Use of reasonable force

Terminology

For clarity, this guidance will use the following definitions:

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.⁴ Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. We trust school leaders to make decisions on training based on their school's individual contexts and needs. When deciding what formal staff training is required, school leaders should ensure that the chosen training reflects the principles of this guidance.

Employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. Therefore, schools should carry out risk assessments to ensure that staff who regularly work alongside pupils where the use of reasonable force and/or other restrictive interventions may be required can do so as safely as possible.