Beaufort Primary School

Behaviour and Relationships Policy

Review date: September 2027

Odyssey Collaborative Trust

Manager: Kate Beecroft

Adopted: September 2026

Next Review: September 2027

Introduction	1
Legislation and Statutory Requirements	2
Aims	3
Expectations and School Rules	4
Beaufort Ethos and Curriculum	5
Good Practice – A Whole School Approach	6
Rewards and Consequences	7
Positive Behaviour and Relationships Plans (PBRPs)	8
Recording, Monitoring and Evaluating Behaviour	9
Roles and Responsibilities	10
Mobile Phones	11
Home/School Agreement	12
The Use of Reasonable Force	13
Power to Search Without Consent	14
Bullying	15
Training	16
Suspension and Exclusions	17

APPENDIX 1 – BEHAVIOUR LETTER TO PARENTS/CARERS FOR STAGE 3

APPENDIX 2 – POSITIVE BEHAVIOUR AND RELATIONSHIPS PLAN

APPENDIX 3 – HOME/SCHOOL AGREEMENT

APPENDIX 4 – RECORD OF A SEARCH

1. INTRODUCTION

At Beaufort Primary School we believe that every member of the school community has the right to feel valued and respected. We aim to create a welcoming, caring environment where relationships are based on **kindness** and **respect**. Children and staff's wellbeing is at the centre of our life in school and the key to personal and academic success. We have high expectations for every child and are committed to providing a safe and secure environment for every child in our school. This policy is the result of consultations with pupils, parents and staff.

We believe that building up strong relationships with children is key and having clear behaviour expectations with appropriate rewards and consequences are fundamental to children achieving their best.

2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

3. AIMS

- Create a welcoming and safe learning environment in which everyone can be successful.
- Develop a consistent approach across the school which all children can access, follow and understand which allows all children to be successful and thrive.
- Create an atmosphere built on successful and positive relationships where kindness and mutual respect are at the foundation.
- Allow all pupils to take ownership for their learning and have a pride in their work and achievements.

4. EXPECTATIONS AND SCHOOL RULES

Our behaviour policy is based on our 5 school rules:

- Be kind and respectful to everyone
- Keep your hands and feet to yourself
- Always try your best
- Use kind words
- Keep our school clean and tidy

These 5 school rules are supported further within our BRAVE curriculum that strives to allow the children to become successful, knowledgeable individuals who enjoy learning and make progress in all areas of learning.

5. BEAUFORT ETHOS AND CURRICULUM

We believe that we make a difference by creating a safe, healthy and stimulating environment of quality provision where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.

Raising children's aspirations and to widen their horizons through a context rich BRAVE (Beaufort Brilliant Minds, Respectful Relationships, Amazing Attitudes, Varying Vocabulary, Everyone is Equal) curriculum which gives purpose to their learning, offers a range of experiences, as well as broadening understanding of the local, British and global community. We see excellence in teaching and enjoyment in learning built on strong relationships as the foundation for success in life. Learning is strongest when those involved with learning commit energy, focus on a real goal, do not give up and work hard to overcome obstacles. ***'Amazing things happen when you are BRAVE!'.***

Above all, based on our expectations, aims and ethos we want to develop positive, confident and reflective children who:

- Take part in decision making within the classroom and school so that they have sound knowledge of their own value and purpose;
- Understand the school rules and those of society that they can make choices and decisions for themselves with the understanding of what is right and wrong;
- Are able to think creatively and independently in order to have aspirations for the future;
- Are proud to be part of British society, the Beaufort School and Odyssey Trust.

Odyssey Community Trust, OCT;

Our Children Thrive, Our Colleagues Thrive, Our Community Thrives

6. GOOD PRACTICE – A WHOLE SCHOOL APPROACH

Acceptable standards of behaviour, work and respect depend upon the example of us all. Every member of staff has a positive contribution to make. At Beaufort primary school we will do this through;

- set high standards and expectations;
- apply rules firmly and fairly and consistently;
- expect to give and receive respect;
- treat everyone as an individual within the school community
- build positive relationships;

- Greet children and expect to be greeted
- Listen – get to know the children as individuals
- Smile and relate – showing children care and consideration
- Communicate – set high expectations of speech, manner and dress code

Every child should be made to feel valued regardless of disability, nationality, ethnicity, culture, gender or sexuality.

7. REWARDS AND CONSEQUENCES

Our reward system is built in our Positive Behaviour System.

All children will start the day on our BRAVE and ready to learn badge. The aim for the day will be to remain on the BRAVE badge. We will then encourage the children to remain on the BRAVE badge through the use of positive strategies;

- Positive language and praise
- Dojo points
- Weekly class dojo winners
- BRAVE assembly awards
- Stickers
- Weekly Golden Time
- Postcards from the Headteacher home
- Positive phone call/dojo message home
- Half termly afternoon tea with the Headteacher

Where any child has not followed the school rules the following consequences procedure will be followed;

Stage 1

If a child is not following the school rules, any adult working within the classroom or in a support capacity shall remind the pupil of the expected behaviour and praise the other children who are following the rules, rewarding where appropriate.

If a child continues to not follow the school rules, a first warning will be issued. This will be indicated using a traffic light system.

Green – BRAVE and ready to learn badge

Amber – 1st Warning given. 2nd Warning given. At this stage, if the child shows improvement in their behaviours, they can be moved back up to the Green badge.

During the warning period the child may be asked to have time outside of the classroom to deploy calming strategies in the sensory break out spaces or regulation stations, supported by a member of staff, they may be sent to other classroom (within the Key Stage team) to have a 'fresh start' or use their PRBP (Positive Relationships Behaviour Plan) identified strategies. Wherever possible, the teacher/member of staff must try to employ in-class positive behaviour strategies to address low level concerns and try to avoid moving the child to the next stage.

Red – see Stage 2

Stage 2

At this point the child will be issued with a 3rd and final warning and moved onto the Red badge. The consequence of this will be reflection time at lunchtime with a member of SLT During reflection time the child will reflect and think about their poor behaviour choices and how to avoid repeated behaviours. This will be done and supported by a member of the SLT. Entries into the reflection book will be collated and monitored by the Headteacher and DDSL.

At this stage parent/carer will be informed verbally and the behaviour will be logged on CPOMS.

Stage 3

If a child is on the Red Badge 3 or more times in a week, they will miss their full lunchtime and complete a reflection activity.

At this stage parent/carer will be informed verbally and with a letter home (Appendix 1). The behaviour will also be logged on CPOMS.

Some very serious misbehaviour may result in pupils missing their full lunchtimes to complete a reflection. In some serious cases in school, in-school seclusions will be put in place. At this point, parents will be informed, and we will follow the Odyssey Trusts Seclusion and Exclusion guidance.

At Beaufort, we consider the following actions to be inappropriate and will be directly challenged;

- Swearing
- Physical contact with the intention to hurt
- Bullying of any kind
- Racist behaviour
- Homophobia
- Transphobia
- Sexism
- Stealing
- Deliberate damage to property

- Continuous defiant behaviour
- Dangerous behaviours
- Vaping (if a child is caught vaping on school site, their parents will be informed, the vape will be confiscated and responsibly destroyed by school. We will use the 'Catch Your Breath' resources to support the education of the child on the causes of vaping and smoking).

8. POSITIVE RELATIONSHIPS AND BEHAVIOUR PLANS (PRBPs)

For some children, positive relationships and behaviour plans (Appendix 2) will be put in place to support the individual child. These plans will then act as a record of rewards, strategies and additional support that will be given to the child to ensure their behaviour in school improves. These plans will be created alongside the child and parents/carers. Pupils on PRBPs will still be expected to follow the school rules but each plan will be individualised, and the stage system may not apply. The plans will be reviewed every 6-8 weeks with pupils and parents/carers.

Strategies on plans may consider additional interventions including;

- Behaviour Box
- Compass referral
- Alternative Placement referral
- ELSA
- Completing an Early Help Assessment
- Advice from the Behaviour Support Team or other external agencies
- Art therapy
- Modified timetable
- School Nurse and/or medical support

9. RECORDING, EVALUATING AND MONITORING BEHAVIOUR

All staff will follow the procedures explained in this policy ensuring that children are aware of the expectations, rewards and consequences.

The children, where appropriate, will be responsible for moving their own name on the behaviour chart in the classroom. Staff will be responsible for managing the behaviour in their classroom and if any child or children reach Stage 3, then the staff member must inform SLT for reflection to be carried out in a timely manner. Staff are also responsible for recording the incident on CPOMs and informing parents or the office if a behaviour letter is required.

PRBPs will be used to monitor behaviour of individuals that require further support.

Behaviour will be monitored by the SLT on a ½ termly basis. Data will be collated and analysed.

10. ROLES AND RESPONSIBILITIES

Children

Children are expected to follow the school rules underpinned by our ethos and driven through kindness and respect for all.

Parents

It is vitally important that parents and carers work in partnership with the school. Good communication is pivotal in the ensuring the children thrive. We therefore ask parents to:

- Promote and support good behaviour and relationships and that children follow our school rules
- Ensure there is effective home and school liaison
- Show an interest in all areas of their children's learning journey at Beaufort
- Be aware of the school's ethos and expectations of behaviour
- Ensure that the home/school agreement is read, signed and returned to school to demonstrate support
- Support the school when consequences are given

We expect all parents and carers to behave in a respectful and civilised manner towards school staff and each other. Incidents of verbal or physical aggression on school grounds, will not be tolerated.

Staff

We expect staff to recognise:

- Good behaviour and happy children are essentials for effective teaching and learning to take place;
- Effective teaching, learning and assessment supports good behaviour;
- High self-esteem promotes good behaviour, effective learning and positive relationships;
- Independence and development to their full potential is key for children to accept responsibility for their own behaviour;
- There must be a clear consistent positive approach that is based on strong relationships throughout the school on a daily basis;
- Promotion and rewarded positive behaviour will enhance children's well-being;
- Building positive relationships with parents and carers will support children;
- Taking pride in our environment should be promoted at all times;
- The importance of being positive role models;
- Every child should be made to feel valued regardless of disability, nationality, ethnicity, culture, gender or sexuality.

Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour and relationships policy consistently throughout

the schools. Reporting to Governors each term on the effectiveness of the policy and the analysis of behaviour data.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in school is paramount to the running of the school. The Headteacher will support the staff, children and parents/carers by setting the standard of behaviour and supporting all in the implementation of the policy.

The Governing Board

The Governing Board will read, review and approve the behaviour policy annually. The Governing Board will also monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

11. MOBILE PHONES

In line with the Department for Education's statutory guidance on mobile phones in schools and the school's Behaviour Policy, we are a mobile phone-free school. Pupils must not have access to mobile phones or other smart devices throughout the school day, including before school and at the end of the school day whilst on school premises.

Pupils should not bring mobile phones to school unless there are exceptional circumstances. Where a parent or carer believes that their child needs to bring a mobile phone to school for safety reasons, such as travelling independently to and from school, or where not having a phone may place the child at risk or create a reasonable perception of risk, written permission must be sought from the Headteacher in advance.

Where permission is granted:

- The mobile phone must be switched off before the pupil enters the school site.
- The phone must be handed to the school office immediately on arrival.
- The phone will be stored securely during the school day.
- The phone may be collected from the school office at the end of the school day.
- Pupils must not use, access or switch on their mobile phones whilst on the school site.

Reasonable adjustments and exceptions will be made where a mobile phone or smart device is required for a medical condition, disability or other individual need. Any such arrangements will be agreed with parents/carers and recorded by the school.

Failure to comply with this policy may result in the phone being confiscated and other sanctions being applied in accordance with the school's Behaviour Policy.

12. HOME/SCHOOL AGREEMENT

The home/school agreement (Appendix 3) is to be signed by all children, their parents/carers and staff at Beaufort. The home/school agreement will be based on the success of following the school rules and the roles and responsibilities as outlined above in section 10.

13. THE USE OF REASONABLE FORCE

The use of physical intervention is rare and wherever possible, is avoided. However, there may be occasions where the use of reasonable force or physical intervention is appropriate; for example, is a pupil is hurting him/herself and/or others or making a threat to injure using a weapon. Any intervention used will be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded on CPOMS, completion of a record of restrictive intervention, a letter sent home to parents and a log kept that is shared with governors, all in line with Odyssey Trust Restrictive Physical Intervention policy.

14. POWER TO SEARCH WITHOUT CONSENT

The Headteacher and Assistant Headteachers, have the statutory power to search pupils or their possessions, without consent, where they suspect a child has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to the safety of anyone in school. (Appendix 5)

15. BULLYING

At Beaufort Primary School we do not tolerate any form of bullying. Bullying is usually characterised by:

- Dominance of one pupil by another or group of others
- Premeditation
- A pattern of behaviour rather than an isolated incident – Several Times On Purpose (STOP)
- Repeated racial harassment

Bullying incidents are logged on CPOMs and monitored by the Headteacher and Governors. (Refer to the school Anti-Bullying policy).

16. TRAINING

Staff are provided with training on managing behaviour follow the school's behaviour policy. Where appropriate, staff will be trained in the proper use of restrictive Physical Intervention using Team Teach methodology. Behaviour and relationships management will also form part of continuing professional development.

17. SUSPENSIONS AND EXCLUSIONS

A fixed suspension or permanent exclusion is the last resort after a range of measures have been tried to improve a pupil's behaviour. A decision to suspend a pupil for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs, parents/carers may be asked to remove their child for a specific, short-term period while intervention strategies are put into place to support the child. Suspensions and Exclusions where fixed term or permanent can only be imposed by

the Headteacher. The Designated Safeguarding Lead/ Deputy will always be consulted in this event.

Where suspension is used the school conforms to the Local Authority and DfE guidance. If a child is suspended for a period of less than 5 days, the school will provide work – it is the parents/carers responsibility to ensure the pupil completed the work and returns it to the school for marking. From day 6 of the suspension, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the Local Authority will contact the parents/carers with the details of the day 6 provision.

The headteacher can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

This policy should be read in conjunction with the following other relevant policies:

- Anti- Bullying Policy
- SEND policy
- Inclusion policy
- Safeguarding policy
- Restrictive Physical Intervention policy

Beaufort Primary School

Headteacher: Kate Beecroft

Hampshire Road, Derby, DE21 6BT
01332 347275
admin@beaufort.odysseyct.org.uk
https://www.beaufort.derby.sch.uk

Appendix 1

: Appendix 1 Stage 3 letter

Date:

Dear parent and carers,

We are writing to you to inform you that your child _____[NAME]_____ has not followed our school rules and has reached Stage 3 of our behaviour policy.

_____ has _____[INSERT BEHAVIOUR]_____. This has resulted in a loss of their lunchtime and the behaviour incident has been logged on our internal school system.

At this point we will be monitoring _____[NAME]_____ behaviour in school. We would like to remind _____[NAME]_____ of our home/school agreement and Beaufort's expectations for behaviour at school.

If you would like to discuss the incident further, please do not hesitate to make an appointment with either Ms Bridges or Mrs Beecroft.

Yours sincerely,

Mrs Beecroft

Positive Relationship Behaviour Plan

Appendix 2

Name **Class** **Year** **Date of Birth**	
Date plan started:	**Date of review:**
Medical conditions/SEND:	**Staff working with pupil:**
Challenging behaviour: *What does it look like? What triggers it?*	
Targets: *What are we working towards? How do we get there?* •	**Strategies for positive behaviour:** *phrases, rewards, motivators* •
Early warning signs: *How to prevent an incident. What to look out for? How to respond (reminders, change of environment)* •	**Reactive strategies:** *How to diffuse situation. What to do and not to do. Phrases to use, calming techniques. Who needs to be informed and when?* •
Support in place: *How can the pupil reflect and learn?*	
Adaptation of warning system/ sanctions (if needed)	

Positive Relationship Behaviour Plan

Agreement **Parent name** **Parent signature** **Date**	 **Staff name** **Staff signature** **Date**

About the child	
Skills and talents	**Achievements**
Likes	**Dislikes**

Positive Relationship Behaviour Plan evaluation and next steps: *How effective is the plan? Suggestions to be considered for review*

Positive Relationship Behaviour Plan

Log of incidents			
Date	**Description of behaviour**	**Trigger for incident**	**Action taken**

Appendix 3

Beaufort Primary School

Home School Agreement

Appendix 3

Amazing things happen when we are BRAVE!

Our Commitment

We demonstrate our commitment to working as a caring school in a learning community by striving to:

- Encourage children to do their best at all times.
- Ensure your child's physical and social well-being at all times, and to foster feelings of confidence, self-worth and belonging.
- Providing the best possible learning environment that is safe, attractive and caring.
- Deliver a balanced and carefully planned curriculum which meets the needs of your individual child.
- Provide a range of after school extracurricular activities designed to enrich your child's experience.
- To actively welcome parents/carers into the life of the school and to ensure that staff support and discuss any concerns you might have about your child's progress or general welfare.
- Keep you informed about the school's policies and guidelines on behaviour and equal opportunities, other general school matters and about your child's progress in particular.
- Ensure that all teaching staff keep up to date on important educational developments and initiatives which might affect your child, and to inform you of these at given meetings where appropriate.
- Give parents a voice through an Annual Questionnaire

BRAVE

Brilliant Beaufort Minds
Respectful relationships
Amazing attitudes
Varying vocabulary
Everyone is equal

***O**ur **C**hildren **T**hrive, **O**ur **C**olleagues **T**hrive, **O**ur **C**ommunity **T**hrives*

Odyssey Collaborative Trust

Appendix 3

Amazing things happen when we are BRAVE!

Parents'/Carers' Commitment

I/We undertake to:

- Ensure that my child attends school regularly and that absences are properly notified.
- Ensure that my child wears their school uniform and follows our school uniform policy.
- Ensure that my child arrives on time and where appropriate is collected promptly at the end of the school day.
- Support the school's policies and guidelines on behaviour and equal opportunities.
- Support my child in his/her homework and wherever possible promote opportunities for home learning.
- Attend parent/carer/teacher meetings to discuss my child's progress at school.
- Ensure that my child has suitable PE kit for PE lessons and swimming kit as appropriate.

BRAVE

Brilliant Beaufort Minds
Respectful relationships
Amazing attitudes
Varying vocabulary
Everyone is equal

***O**ur **C**hildren **T**hrive, **O**ur **C**olleagues **T**hrive, **O**ur **C**ommunity **T**hrives*

Odyssey Collaborative Trust

Appendix 3

Amazing things happen when we are BRAVE!

My commitment, as a child at Beaufort Primary School

To make the most of my time at Beaufort Primary School, I will make sure that I will:

- Come to school regularly and be on time.
- Keep to the school behaviour expectations and follow the school rules.
- Follow our schools' BRAVE values and always try my best.
- Complete homework on time and bring it back to school.
- Bring my PE kit into school on my allocated PE days.
- Wear my school uniform with pride and represent my school well.
- Talk to a trusted adult in school if I have any worries or concerns. (Part of school induction).
- Follow our online safety policy and use the internet and devices for learning in a safe way.

School rules:

- *Be kind and respectful to everyone*
- *Keep your hands and fee to yourself*
- *Always try your best*
- *Use kind words*
- *Keep our school clean and tidy*

BRAVE

Brilliant Beaufort Minds
Respectful relationships
Amazing attitudes
Varying vocabulary
Everyone is equal

***O**ur **C**hildren **T**hrive, **O**ur **C**olleagues **T**hrive, **O**ur **C**ommunity **T**hrives*

Odyssey Collaborative Trust

Appendix 4

Beaufort Primary School

Use of Reasonable Force Record- Incidents to be recorded additionally on CPOMS

Name of child: (Male/Female)

Class:

Date: Time:

Reason for the use of reasonable force:

Witnessing adults:

Names of staff using reasonable force: (Male/Female)

Parents/Carers contacted: Date: Time:

Appendix 5

Record of a Search

Record of a Search Pupil Name:

Class:

Date & Time:

Pupil Gender: M/F

Searcher Name:

Searcher Gender: M/F

Present:

Pupil Consent: Y/N

LT Consent: Y/N

Reason for Search:

Outcome:

Signed (person who searched):

Signed by pupil:

Parent informed by: Date/Time: