



Code of Conduct and Rewards & Sanctions

(EYFS and KS1)

At Beech House we want every child to feel valued and supported. Each child is unique and all our activities and responses need to reflect this. As staff we show empathy and understanding towards all children. Our Behaviour Procedures are underpinned by the Primary Division Policy to Promote Good Behaviour.

This policy and its associated procedures gives us flexibility to deal with any pupil with a learning / behavioural difficulty and takes account of a pupil's age. It allows us to respond according to their needs.

Positive Behaviour Management

Our focus is always on the positive and our priority is to 'catch children being good' whilst modelling best behaviour and giving gentle reminders.

We promote self-confidence, resilience and positive self-esteem.

Expectations of our children/Code of Conduct

At Beech House we share certain expectations and these are explained in class and in our assemblies.

We are kind and helpful

We look after property and our school building

We listen carefully to people

We are always honest

We are polite at all times

We respect everyone

Whole School Rewards

- Thursday's Celebration Assembly recognises children's achievements in school.
- PSHEE assemblies focus on shared values such as caring for others, showing respect, tolerance and understanding.
- Stickers are given to reward many things including – excellent work, good behaviour / good manners / acts of kindness
- House points/nuggets will be awarded (All pupils are put into one of 5 Houses). House points are collated at the end of each week and the winning House will put a special leaf on the 'Beech House Tree'.
- Children demonstrating the attitude/expectation identified each week may be invited to attend Hot Chocolate Friday with the Head of Beech House.

Whole class procedures for managing and monitoring challenging behaviour

- A verbal warning will be given initially (in addition to a discussion about why the behaviour was inappropriate etc.). The child will be invited to suggest his / her next steps.
- If the behaviour continues then the child may be moved (tables / areas).
- A **traffic light** system is used in Years 1 and 2. All children are placed on green. If a child's behavior falls below our expectations their names are placed on amber. Parents may be informed at this point if the behavior continues. If the behaviour is of a more serious nature, then the child is placed on red. Parents are invited to discuss the matter in school with the Head of Beech House.
- If the child's behavior continues then further investigation will result, with the possibility of investigating any potential needs further (i.e. through external agencies). Other strategies may also be introduced, such as a home/school diary.
- In Reception the class teachers use verbal praise and feedback as well as visual rewards such as: putting marbles in a jar and stickers. Opportunities to develop the children's 'Personal, social and emotional development' are seen throughout the curriculum and staff will always work with parents to resolve any identified areas for development.
- The safety of the children is paramount and so if the behaviour endangers the safety of others (or the child in question), then the child will be removed from the situation (or the other children moved away from the issue). If felt appropriate staff may have to restrain the pupil (See Care and Control policy). However, this is always a last resort.
- The teacher should record any incidents in CPOMS.
- Unfortunately, if all possible support for the pupil and the family has been given and challenging behaviour still presents, which is having a serious impact on the other children's learning /safety, then it may be necessary for the Head of Beech House to consult with the Head of the Primary Division about imposing a serious sanction. This may include a suspension for a fixed period or, in very serious cases – permanently. Similarly, if a single very serious incident occurs, it may be necessary for the Head of Beech House to consult with the Head of Primary Division about imposing a serious sanction.
- **Staff will never use any form of corporal punishment against a pupil.**

EYFS/ KS1 Transition

When pupils start in Reception, staff will gradually introduce the children to the behaviour routines and expectations. Staff are also very careful to use age appropriate language and be aware of cultural or language differences. Parents will be kept fully informed of the school's routines and regular parent contact ensures excellent relationships. Staff monitor and assess the pupils in all areas of learning and so children in the EYFS receive appropriate support and guidance to aid their development.

As children enter the summer term of Reception they are put into one of the 5 houses and begin to earn nuggets for their house in ready for their transition to Key Stage One.

Moving from The Foundation Stage to the more structured Key Stage One is obviously tricky for some children, especially the younger ones. Staff are aware of this and ensure appropriate support is in place.

The Playground

Children need consistent and constant rewards and consequences. As much as possible staff do need to still "catch them being good" and use lots of positive praise. Opportunities for challenging behaviour should be reduced by careful monitoring by staff on duty – AT ALL TIMES. Toys should be supervised and in the appropriate 'zoned areas.'

Staff sanctions are: firstly, gave the child a warning, explain if they repeat the behaviour they will have to stand at the side of the playground for a specified amount of time. If they return to the playground and repeat the behaviour they will be sent to the Head / Deputy for further action. (Moved onto amber or red traffic light if appropriate)

If there is a serious incident, e.g. Violence towards another child, then staff call on the Deputy Head or Head Teacher immediately.

Equal Opportunities

All children, staff and visitors at Beech House are treated equally regardless of gender, sexuality, race, religion, SEND or culture.

Staff speak to all children with respect, they are always polite and positive. Comments made to children focus on their behaviour and not them personally.

