

# FLEECEFIELD PRIMARY SCHOOL



## Behaviour Policy

**Review date: September 2019**

Version	Updated by	Reviewed by	Date
1.0		Senior Leadership Team and whole staff	03/09/18

# FLEECEFIELD PRIMARY SCHOOL

## Behaviour Policy Statement

We aim to provide a caring environment in our school where adults and children recognise each other as individuals who have a right to respect from others for their individuality. By the use of positive reinforcement and good management we expect to establish a whole school approach which helps children to feel positive about themselves, their abilities, relationships, achievements and their powers of decision making. Our Home-School Agreement sets out how we aim to work with all our children and families to maintain high standards of behaviour, attendance and achievement. It is our expectation that families will support the school in achieving this aim.

We aim to:

1. Help children to recognise their own powers of self-discipline in order that they may operate within school and relate to people in a caring and confident manner. e.g. by giving children responsibility for their own organisation within classrooms; through the discussion process linked to School Council; by setting good examples through our own relationships with children.
2. Use positive re-enforcement to promote and encourage appropriate behaviour wherever possible e.g. "thank you for walking".
3. Support children in the development of the skills needed to deal with aggressors by being powerful without using violent or abusive retaliation. We recognise that we need to seek parental support for our "don't hit back" policy. E.g. teach all children to challenge "aggressors" verbally by using language like "Don't do that, I don't like it" and likewise develop a respect for that challenge from all children.
4. Support children who are the victims of aggressors. E.g. By giving positive attention to the them rather than the aggressor (where possible); by helping the victim to tell the other child how they feel about the incident.
5. Encourage all children to be actively involved in the implementation of this policy by helping them to take charge of situations verbally. E.g. "You're supposed to kick the ball over there, not by the windows".
6. Minimise the number of exclusions

However, occasionally it may be necessary in extreme circumstances to exclude a child from school. In a case of permanent exclusion this will be as a last resort and the decision to exclude will only be taken by the Headteacher, or in her absence, the Deputy Headteacher. The Local Authority policy and procedure on exclusion will be followed by all concerned.

The Governing Body values parental support in maintaining positive behaviour at school in line with this policy.

The Governors, Headteacher and Staff agree and share the values and principles stated above. It is the responsibility of the Headteacher to implement appropriate procedures to ensure that these values and principles are met with a view to promoting good behaviour and discipline on the part of the pupils at the school and generally regulating their conduct. It is for the Headteacher to decide the standard of behaviour that is to be regarded as acceptable at the school.

### **The Curriculum**

The Curriculum of the school will support the development of positive responses to others and a sense of responsibility and co-operation. E.g. School Council debates, class contracts and charters. The school curriculum will also provide ample opportunity for all children to be challenged and engaged in purposeful and meaningful educational activity. The school will aim to create an ethos where a positive working environment is established for all.

### **Parental Involvement**

Violent or abusive behaviour will always be challenged by the adults in the school community. A member of the Senior Leadership Team will be linked to each Year Group and remain the behaviour support for that set of children throughout their time at school. In this way; we ensure continuity for children and parents. Repeated incidents will be communicated to parents by the teacher or a member of the Senior Leadership Team and all serious instances will be recorded in the Behaviour Logs kept by the SLT.

### **Detention**

Individual teachers may find it appropriate to keep children out of the playground during a playtime as a sanction. They may be supervised in class, or attend a formal detention.

### **Time Out**

Disruptive or other unacceptable behaviour will result in a short period of isolation from the class or peer group within the classroom. This is known as TIME OUT and will usually be no longer than 10 minutes. The child will receive the minimum amount of attention in response to this negative behaviour. The aim will be to reinforce the positive behaviour of the "on-task" group in class and encourage the "time-out" person to gain teacher and peer group attention by being on-task rather than being disruptive.

It must be recognised that when a child missed work during a "time-out" period, this work will need to be completed subsequently. Reciprocal arrangements will be made between teachers and other staff to support the time-out system. The support of other non-class based staff may also be sought in appropriate cases. The disruption of learning time shows a serious lack of respect for other people and must be treated as such, Disruption of classroom activities must always be challenged firmly through the use of the time-out system. This is crucial in order to maintain the rights of other class members to learn without disruption.

The staff will discuss the unacceptable behaviour with the child at a time when it is no longer disruptive to the group.

### **Individual Programmes**

It may be necessary to negotiate individual behaviour programmes to modify unacceptable behaviour in collaboration with the Lead Teacher for Inclusion. This may lead to a referral to the Educational Psychologist in particular cases and an involvement of outside agencies e.g. The Behaviour Support Service, or CAMHS.

### **Lunchtime Supervision**

The responsibility of supervising the children during the lunch period will rest with the Leadership Team and the Lunchtime Support Team. The senior member of the team will co-ordinate the supervision arrangements and is responsible for reporting any serious incidents of inappropriate behaviour to a member of the SLT.

During the lunch break, children will be encouraged to share play space and equipment in a co-operative way. The Lunchtime Support Team will have opportunities to help the children organise their play successfully, Children will also have opportunities to take responsibility roles in the playground.

"Time Out" may be used to withdraw a child from the playground or dining hall, if there is an incident of unacceptable behaviour. The child may be directed to a "thinking wall" or told to go inside.

Serious incidents of inappropriate behaviour will be noted by the senior member of the Lunchtime Support Team and the Senior Leadership Team will follow-up all reported incidents, If a child persistently finds it difficult to behave appropriately during the lunch break, then parental support will be sought.

A period of lunch time suspension may be necessary. Parents will be informed of this and will be expected to be responsible for their own child during the lunch break period for a fixed term.

### **Exclusion**

**Fixed Term:** In extreme circumstances the decision may be taken by the Headteacher, after consultation with appropriate staff, to exclude a child from school for a fixed period of time. Governors will be informed, and parents will be asked to accompany the child on his or her return to school, and have an interview with the Headteacher or Deputy to establish clear guidance for the future.

**Permanent:** As a last resort the decision may be taken by the Headteacher, after consultation with appropriate staff, to permanently exclude a pupil. Parents and the Local Authority will be informed of the decision as soon as practicable. A meeting of the Governing Body Exclusion Panel will be held as soon as practicable to discuss the exclusion and to decide if it should be upheld. Subsequent stages of the procedure are contained in the Local Authority Policy and Procedure on Exclusion.

The school will follow the Local Authority Policy and Procedure on Exclusion, which is available for reference in the Headteacher's office. The decision to exclude will only be taken by the Headteacher, or in her absence, the Deputy Headteacher.

#### **Guidelines for behaviour which could lead to exclusion from school:**

This assumes that we would have first carried out all school procedures as laid out in the Behaviour Policy and that parents would be involved.

- ☒ Behaviour which is life threatening.
- ☒ Intentional physical violence towards a child or a member of staff.
- ☒ Unprovoked and/or sustained physical violence towards another child.
- ☒ Serious actual or threatened violence against another pupil or a member of staff.
- ☒ The deliberate use of extreme, abusive language towards a member of staff or a child.
- ☒ Repeated abusive language towards anyone, contrary to the principles of the Single Equalities Statement.
- ☒ Sexual abuse or assault.
- ☒ Defiant behaviour i.e. repeatedly and deliberately refusing to co-operate, behaving in an unreasonable, violent and disruptive way.
- ☒ Repeatedly out of control and behaving in a way that is of physical danger to themselves and/ or others.
- ☒ Refusing to accept the authority of the staff in school.
- ☒ Supplying an illegal drug.
- ☒ Carrying an offensive weapon, possession of an illegal substance, bullying of any kind.

#### **Parental Involvement**

This policy is dependent upon parental support and it is given to all parents/carers as they enrol their child into school.

#### **Helpful Hints for staff**

- ☒ Be positive and have high expectations of children's behaviour.
- ☒ Respond positively to appropriate behaviour.
- ☒ Make sure that the child knows that it is the behaviour NOT the person that you do not accept.
- ☒ Avoid confrontation.

- ☒ Inform the Senior Leadership Team if there is an emergency, e.g. a runaway.
- ☒ Do not panic!
- ☒ Be aware that using language which avoids confrontation can be a positive strategy to use, e.g. "I don't like what you're doing."

### **Education Act November 2011**

In order to comply with the revised regulations:

- ☒ All staff with responsibility for pupils have a duty to maintain pupils good behaviour by challenging inappropriate behaviour and applying agreed sanctions consistently.
- ☒ To maintain good order and a positive learning environment staff may need to use reasonable force; to prevent a pupil injuring themselves or others, committing an offence or damaging property.
- ☒ Allegations of abuse will be taken seriously with every effort being made to maintain confidentiality. The school will follow the Local Authority guidance, including action against pupils who are found to have made malicious accusations against school staff.

### **Strategies and Sanctions in response to inappropriate behaviour:**

- ☒ Family liaison.
- ☒ Behaviour log.
- ☒ Detention.
- ☒ Crystal Cave.
- ☒ Time out for reflection in class/ out of class.
- ☒ Learning Mentor.
- ☒ Solution Focused Brief Therapy.
- ☒ Repetition of instructions.
- ☒ Happy playtime charts.
- ☒ Letters home both good and bad.
- ☒ Liaison with Senior Leadership Team.
- ☒ Children kept in at playtimes.
- ☒ Verbal and recorded warnings, warning cards.
- ☒ Time out book for children to record why and how they should behave.
- ☒ Individual programmes and timetables.
- ☒ Children may be searched if suspected of being in possession of weapons, alcohol, illegal drugs or stolen items.

### **Strategies Classroom/Group Management**

- ☒ Special carpet places.
- ☒ Range of groups; mixed ability, ability, friend, groups, pairs, mixed ability pairs, ability pairs.
- ☒ 'Active listening.
- ☒ Countdowns/up.
- ☒ Providing choices.
- ☒ Stickers, merit or team points.
- ☒ Good learning charts.
- ☒ Verbal reinforcement of good behaviour or learning to the child and parent.
- ☒ Brain Gym.

- ☒ Certificates for good behaviour and learning.
- ☒ Use of voice and body language.
- ☒ Rewards for the good behaviour and learning (Golden Time/Computer time. Marble Jar)
- ☒ Warnings
- ☒ Circle Time.
- ☒ Seating arrangements and table layout.
- ☒ Class contracts and charters.
- ☒ Clear routines and expectations at the start and end of sessions.
- ☒ Use of jobs/monitors/ activities to keep children busy.
- ☒ Targets to work towards.
- ☒ Lining up orders.
- ☒ Discussing difficulties at playtimes not lesson time.
- ☒ Position of adults in room.
- ☒ Resources accessible to children centrally stored.
- ☒ Time reminders.
- ☒ Level of noise reminders.
- ☒ Star of the week/ Special person.
- ☒ Identified role modeling.
- ☒ Reviewing groups regularly.
- ☒ Eye contact.
- ☒ Soft toys or puppets to hold as physical reminders.
- ☒ Musical instruments for stop, look, listen.
- ☒ Calming music played in class.
- ☒ Use of timer.