

OXFORDSHIRE COUNTY COUNCIL

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Fritwell Church of England

Primary School

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Fritwell Church of England Primary School

Behaviour for Learning Policy

“Growing and learning together with God.”

Children at Fritwell Church of England School are confident and inspired. They achieve personal success and show love and respect for all.

Aims

Good behaviour and discipline are essential to ensure effective teaching and learning. At Fritwell C.E. Primary School we seek to provide an atmosphere where children are able to work and play together, displaying high standards of positive behaviour, therefore creating an effective learning environment. We expect all children to be valued and to be treated fairly. Similarly, we expect the children to value each other.

Objectives

- To ensure behaviour is ‘oustanding’ throughout the school.
- To develop the self-esteem of everyone in the school.
- To respect selves and others.
- To develop quality relationships between everyone in the school.
- To contribute to the personal and social development of the children.
- To promote a Christian ethos of mutual understanding and respect.
- To encourage independence and a sense of responsibility.
- To foster **resilience**
- To develop **respect** through our appreciation of **diversity**
- To enhance the **well-being** of all members of our school community

Code of Conduct

Children are expected to demonstrate the school’s values through the way that they behave. Our school values are lived out the following ways.

Respect and Compassion

- I am thoughtful and respectful to others.
- I make people feel welcome and include them.
- I listen to people and support them when they are sad or upset.
- I understand that not everyone is like me.



Personal Success with Humility

- I have talents and use them well.
- I am good at something which is important to me.
- I am not boastful when I am successful.
- I know what my personal successes are.

Inspired Minds and Wisdom

- I demonstrate great thinking skills.
- I am able to ask big questions and suggest ways to solve problems.
- I am able to learn from the world around me.
- I make careful choices about what to do and say.

Confidence, self-belief and Endurance

- I always try hard even when it's tough.
- I believe that I can do it even if I might need some help.
- I am confident that I can succeed, with perseverance and time.
- I don't give up.

Love and Agape

- I show love for our school by my actions.
- I show love for people by the way I treat them.
- I show love for the world in the way I look after it.
- I love because I am loved by others around me.

Community, Citizenship and Service

- I show a willingness to belong to the school community by getting involved.
- I am part of the wider community by joining in with local events and representing the school.
- I serve others by being helpful and lending a hand.
- I make good choices between right and wrong.

Behaviour for Learning

In each class, a 'classroom agreement' will be drawn up at the beginning of each academic year by the children, which they will be expected to adhere to.

All children are expected to listen to and follow instructions from **all** members of staff, both in and out of the classroom. Positive behaviour is explicitly taught through our Family Links Programme, PSHE and circle time, and through School Worship. This is in the form of giving children the 'personal power' to make good choices through the language of choice and consequence. Positive behaviour is always noticed and rewarded verbally, through the use of 'Hexagons' (see below), Family Group points and other rewards at the class teacher's discretion.



Rewards

Positive praise and rewards underpin our behaviour management. All members of the school are able to reward children for upholding the school's core values.

Adults give out Hexagons for these and children may nominate other children to receive Hexagons too. The Hexagons are presented in an assembly and displayed in the school hall. When the Hexagon Board is complete, the Hexagons are exchanged for a whole school reward.

All members of the school community are put into a family group and family points are awarded for personal achievement. A cup is given out weekly to the family with the highest points.

Class teachers will use their own reward systems in their classrooms (e.g. stickers, certificates etc).

'Child of the Week' certificates are given out during Celebration Worship on Fridays in recognition of individual successes.

Behaviour Management Strategies

- Children should be well motivated in and out of the classroom through quality first teaching.
- Clear responsibilities and boundaries identified.
- Activities will be appropriately differentiated to encourage and promote positive behaviour.
- In most cases a verbal warning should be given and choices offered.
- Children will be valued and treated fairly.
- Staff must ensure there is a consistent approach to encouraging positive behaviour and similarly a consistent approach to sanctions when dealing with examples of inappropriate behaviour.

Family Links

Underpinning our approach to behaviour management is the Family Links Programme. Through regular circle times we prioritise positive emotional health and the language of choice and consequence.

Sanctions *(Please read in conjunction with Sanction Chart at the end of this policy)*

Most incidents will be dealt with by the adult who witnesses it or who is informed about it by another child. All incidents should be investigated and further action taken if necessary. In some cases it may be necessary to involve another adult e.g. Class Teacher, SLT member or Headteacher. Any incidents that have resulted in a missed playtime or the child being sent to another class (**or incidents where the adult in charge thinks recording it would be relevant**) are recorded in the incident folder which is kept in the staffroom and parents are informed. The incident folder is monitored at least termly by the behaviour lead where incidents of repeated behaviours by individuals are discussed with the class teacher and the SENCO and a decision is made as to whether the introduction of an Individual Behaviour Plan needs to be considered. **It is important that these incidents are recorded in order to keep a trail of evidence or so patterns of behaviour can be monitored by SLT.** If this is deemed appropriate the child's IBP would then be followed in conjunction with this policy. Any staff member that has a concern over repeated inappropriate behaviour should discuss this concern with the Headteacher, who will keep a record and discuss with the child's parents as appropriate.



Behaviour and Discipline in Schools

The school accepts the guidelines as set out in the Department for Education's, [Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](#) The school recognises the powers and duties of school staff as outlined in this document and uses this document to regularly review our practice.

Use of Reasonable Force

The school accepts the guidelines as set out in the Department for Education's, [Use of reasonable force advice Reviewed July 2015.pdf](#) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their careers that involves a degree of physical contact with pupils. Force is usually used to either control or restrain and is usually to prevent injury to a pupil. This can range from guiding a pupil out of harm's way to breaking up a fight. As a school we will only ever use force when necessary to either control or restrain. All teachers who use this force are Team Teach trained, and use appropriate handling strategies.

Serious Breaches of Behaviour

We recognise that there may be rare circumstances where a child may be involved in a serious breach of behaviour. If this occurs the child will be taken to the Headteacher and will remain in the Headteacher's office or another suitable quiet, non-threatening environment and will be supervised either by the head or another member of staff. If necessary the Headteacher will be called to collect the child from where the incident has taken place. **In the absence of the Headteacher**, a member of the SLT will deal with the incident and will ensure appropriate supervision. This is then documented in a specific incident book (kept in Headteacher's office) by the Headteacher.

Once the incident has been investigated, and discussions with the child and other involved parties have taken place, sanctions should be considered in accordance to the sanction chart or any other IBP which may be in place. Exclusion may need to be considered for any serious breaches of behaviour which fall outside of these guidelines. Exclusion is reserved for when all other options have been considered and the incident is deemed to be very serious, for example, physical assault upon another child or adult.

Exclusions

Internal

At times, and internal exclusion may be deemed necessary which means they will be in school but away from their peers. An internal exclusion will usually occur after a 'final' incident (a series of incidents). The child will spend a fixed period excluded from their peers with the Headteacher or in the absence of the Headteacher, with a member of the SLT. A record of exclusions is kept in the incident file.

External

Should it be necessary to enforce exclusion, either for a fixed period or permanently, then this will be discussed with the child so that they are fully aware of the decisions being made and the implications of the decisions. Parents will be informed at the earliest opportunity and invited to discuss the matter with the Headteacher as soon as possible. Where necessary, the Headteacher will seek advice from the local authority Social Inclusion Officer.



All local authority guidelines and DFE regulations (School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012), will be followed and correspondence to parents and the local authority regarding the exclusion will reflect these statutory instruments. Correspondence will outline the exclusion procedure, and will include details of reintegration with a date set for a meeting to discuss the process.

Responsibilities

All staff have a duty to maintain good order among the pupils and to safeguard their health and safety by adhering to the Behaviour for Learning Policy and by following the sanctions guidelines at the end of this document. *Alongside this policy, it is imperative that professional judgement should be used to ascertain the seriousness of any incidents. It may sometimes be necessary to miss out some of the stages of the procedure. Teachers and adults must use their professional judgement regarding sanctions for any other behavioural incidents not listed on the following page.*

Pupils are expected to take responsibility for their own behaviour. They are expected to uphold the school values and to accept any sanctions given to them.

Parents are expected to support the staff in enforcing the Behaviour for Learning policy, to ensure that all children receive the education to which they are entitled. Parents are encouraged to speak to the class teacher if they have concerns about the behaviour of their child or the behaviour of other children that may be impacting upon their child.

Lunchtimes

If a behaviour incident occurs at lunchtime, Lunchtime supervisors will be responsible for dealing with behaviour in accordance with the Behaviour for Learning Policy, and will if necessary, refer it on to the class teacher of the child/children concerned. If it has been dealt with according to the Behaviour for Learning Policy, then Lunchtime Supervisors will advise the teacher at the end of the lunch break of what has occurred. A member of the SLT will be out on duty daily at lunchtimes and will follow up any incident as appropriate.

School Buses

Appropriate behaviour of children on the school buses is the joint responsibility of the children themselves, parents, the school and the bus company. The school will support the bus company by imposing sanctions in school for inappropriate behaviour that is reported to them.

Following a report of inappropriate behaviour the relevant member of staff will investigate and when appropriate parents will be contacted. Repeated incidents may result in the child being removed from the bus. *(See sanction chart for more details)*



Sanction Chart

Follow the procedure outlined on the next page depending on when the behaviour occurs. It is up to the discretion of the teaching staff, and support staff, to use their prior knowledge of the children to decide what sanction to give. If necessary, consult behaviour lead or Headteacher for advice. The list below contains examples of behaviour which would usually need a sanction however the list is not exhaustive.
Name calling
Accidentally hurting another child through rough play
Disruption in class
Misuse of school property
Inappropriate behaviour in the toilets
Throwing objects inappropriately
Rudeness/Disrespect
Deliberately hurting another child
Swearing
Fighting
Refusing to work/do as asked by an adult
Bullying *must be reported to the Head/SLT – see anti-bullying policy for full details
Racial/Homophobic abuse *must be reported to the Head/SLT – see anti-bullying policy for full details



Sanctions

It is the responsibility of the class teacher to deal with the behaviour of the children in their class, unless serious or repeated breaches of behaviour occur. Class teachers are responsible for contacting and involving parents when they have concerns about a child's behaviour.

Class Time

- 1: Warning
- 2: Time Out in classroom (max 10 minutes)
- 3: KS1: Missing part of playtime/lunch break or Time Out with CT (maximum 15 minutes)
KS2: Time Out with CT (maximum 15 minutes)
- 4: Sent to another teacher. Incident Form sent home. If incident form is sent home twice in one term; refer to SLT-consider IBP if persistent. Parents to be informed by CT.
- 5: Repeated behaviours may result in parents being asked to attend a meeting to discuss child's behaviour.
- 6: Internal exclusion supervised by HT -(Headteacher decision)
- 7: External exclusion-(Headteacher decision)

Break times

- 1: Warning
- 2: Walk with staff member on duty
- 3: Miss part of lunchtime play-if behaviour continues. (Inform the person on lunchtime duty).
- 4: If repeated behaviour, child to miss a series of break (or lunchtimes) supervised by SLT or HT

Lunchtimes

- 1: Warning
- 2: Walk with Supervisor for no more than 10 minutes.
- 3: Teacher informed. Letter sent to parents.
- 4: Class Teacher to discuss with parents if repeated behaviours. Parents may be asked to collect children at lunchtimes if lunchtime behaviour does not improve following involvement of parents.

Repeated inappropriate behaviour

- Class Teachers should telephone/meet with parents to discuss the repeated inappropriate behaviours on the day that this happens
- Record of reported behaviours for monitored children kept in Pupil Profile Folder.
- Exclusion from school trips and WOWs if there is a risk to health and safety.
- Exclusion from Hexagon afternoons, school discos and sporting competitions.
- IBP set up-school action
- Reference to the SENCO/Ed Psych/Behaviour Support Service and other external agencies where appropriate

Recording of Incidents/Incidents file

Incidents and missed lunchtimes should be recorded in the incident file in the staff room and letter sent to parents on the day of the incident.



Buses

The member of staff responsible for the bus should set behaviour expectations on the bus at the start of the year with regular reminders, because of safety. All children should walk together in an orderly and quiet fashion to get onto the bus.

Following a report of inappropriate behaviour the relevant member of staff will investigate and when appropriate parents will be contacted. Repeated incidents may result in the child being removed from the bus. The following sanctions should be imposed:

- 1: Warning (telephone call home if the issue is related to safety ie removal of seat belts)
- 2: 2nd Warning (telephone call home)
- 3: Missed lunchtime (telephone call home).
- 4: Removal of child from the bus for 1 day and subsequent days if necessary (telephone call home from Headteacher or SLT and a letter of confirmation).

A record of all warnings given will be kept with the bus register so that the member of staff responsible for the bus is aware of any issues from the day before.

Behaviour lead: Jon Hart

Date: May 2020

Date for review: May 2021

Signed:

