

INTRODUCTION

In their document 'Behaviour and Discipline in Schools – advice for head teachers and school staff,' the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents. Every school must have a Behaviour Policy in order to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools) / Education (Independent School Standards) (England) Regulations 2014 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE (November 2014).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles,' which is a statutory document (DfE – Policies and other Documents that Governing Bodies and Proprietors are required to have by Law). Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the School Code of Conduct for Staff and Other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the "Teachers' Standards 2011 (updated 2013)" and in relation to this Code of Conduct, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

The procedures which support the Whole School Behaviour Policy must include measures to prevent all forms of bullying among pupils. This Policy and procedures should be read in conjunction with the following school policies and procedures:

- Safeguarding Policy and procedures (including Child Protection Policy)
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Whistle blowing procedures
- Supporting Pupils with Medical Needs Policy and Procedures
- Equal Opportunities Policy
- Special Educational Needs Information Report
- Admissions Arrangements
- Attendance procedures
- Missing Child procedures
- Complaints Procedure
- Positive Handling Support and Intervention Policy and Procedures
- Code of Conduct for Staff and other Adults
- Educational Visits Policy and Procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- Home School Agreement (voluntary)

AIMS

We continually strive to achieve our Vision Statement, "We Care, We Share, We Learn and Achieve" by aiming

- To provide a positive, safe and happy learning environment in which everyone is inspired and empowered to achieve the highest standard of which they are capable in all aspects of their life.
- To recognise, accommodate and support the needs of all individuals.
- To help everyone to make appropriate choices through praise, encouragement and by leading through example.
- To treat everyone with respect, encourage self respect, listen to and value everybody's opinions, contributions and ideas.
- To provide a broad, balanced, stimulating curriculum in which all progress is recognised, developed and celebrated.
- To provide an open school that promotes health and well being and continually develops effective partnerships with parents and the wider community.
- To ensure that effective leadership and management enables us to continually improve all aspects of our school through systematic, rigorous self evaluation.
- To make school fun for everybody.

This document aims to set out the expectations of pupil behaviour at Finstall First School and to give an explanation of the agreed methods to be used by the staff in order to achieve this standard of acceptable behaviour. The purpose of this document is to give a clear explanation to parents and new staff of our expectations and agreed methods.

Through a positive approach towards behaviour management, we aim to create a calm learning environment in which pupils can:

- learn and teachers can teach;
- operate with increasing independence;
- develop a sense of responsibility for their own behaviour and a greater sense of consideration for others;
- grow in confidence and self-esteem;
- feel safe and supported;
- develop a wide range of knowledge and skills.

OBJECTIVES

At this School, we think of the child and their behaviour as separate things. We may talk about behaviours which are unacceptable or unkind but we do not talk about "unkind children" or "naughty children."

Teachers and all other adults involved in the life of the school will endeavour to act as good role models for the children at all times. Every member of staff will engage with the children in a spirit of openness and trust, encouraging our pupils to ask questions, share their successes and failures and air their concerns so that appropriate, supportive responses can be made. All children will be treated fairly and consistently, although expectations may need to be differentiated, within reason, to accommodate children with disabilities or special educational needs e.g. children with autism, adhd, attachment issues, etc. (See also the related school policies on SEN, Equal Opportunities, etc. and the School Disability Equality Scheme).

Staff realise that they have to understand the reasons behind poor behaviour and make reasonable adjustments (including establishing Individual Behaviour Plans / Pastoral Support Plans) for children with additional needs to help them to behave appropriately. However, when poor behaviour occurs, it still needs to be managed consistently (See Rewards and Sanctions below).

In the classroom every teacher will set aside time to listen to the children in circle time and will also be available before school and informally, at various points during the day, to listen to individual children.

Our formal curriculum, particularly in the areas of RE and PSHE and Citizenship, will be used to help children develop a sense of respect for themselves and others.

All adults in the school should expect the children to treat them courteously and to respond to their reasonable requests. All pupils should expect staff to respond courteously, to listen to their concerns and to offer support where appropriate.

Pupils will be encouraged to treat each other with consideration and respect. Each year the staff and pupils, in each class, will compile a set of rules, which specify how people should behave in our school.

One important rule for all at school is:

"Everyone will act with courtesy and consideration at all times."

It is our policy to encourage children to take responsibility for their own actions and to encourage independent learning strategies. Whilst children in the school are in areas where supervision is less rigid, it is the responsibility of the class teacher to establish appropriate strategies to ensure that the behaviour of the pupils meets our expectations.

PLAYTIME AND LUNCHTIME PERIODS

Each teacher is responsible for the children in their own class. Teachers will ensure that the staff supervising the play and lunchtime periods are aware of any children who have experienced behavioural difficulties during the previous session. Likewise supervising staff will inform teachers of any children who have experienced problems during break times.

Staff are aware that these periods are a "high-risk" time, when problems may arise, and will check areas, which may allow pupils to go out of sight. They will also encourage appropriate games to be played. To ensure that children are occupied at these times, a wide variety of appropriate play equipment is provided. Markings, which encourage cooperative playground games, have also been put down on the playground. At lunch time, two Children's Supervisors have been appointed as Play Leaders to work with "targeted" children who have been identified as children who experience problems with sharing, turn-taking, social skills, etc. They organise games, etc. with them and help to improve these skills and characteristics. They are supported by Assistant Play Leaders - children from Year 4.

To assist members of staff on duty at break and lunch times, who witness unacceptable behaviour, they use a simple system as follows:

Warning – chance to correct unacceptable behaviour. This may be repeated, depending on the type of poor behaviour.

Bring child into Library area to complete an appropriate task to make up for poor behaviour e.g. letter of apology, Sorry Card / Picture, What I did / What I should have done (dependent on age of child and seriousness of poor behaviour);

Report child to Class Teacher / Deputy Head Teacher / Head Teacher if poor behaviour continues. Ensure Class teacher has been informed about child's behaviour before the child returns to the Class.

Class teacher will move child on Class Reward Chart (Zone board) as appropriate and will consider informing the child's parents, depending on the child's circumstances and the seriousness of the poor behaviour.

Staff on duty also provide children, who demonstrate examples of particularly good behaviour, with stickers as rewards.

The movement of children from the classroom to the outside play areas and subsequent return is the combined responsibility of class teachers, staff on duty and lunch-time supervisors. Class teachers should be ready to receive children at the end of break sessions.

BULLYING

We have identified the times when pupils are outside the classroom as the most likely time for bullying to occur. It is not our aim to directly supervise all pupils for 100% of their time in school but all members of staff have specific responsibilities for the well-being of pupils at various times of the day. This also includes responsibility for pupils as they transfer from one teaching session to another, as they prepare for lunch and at the end of the school day (See also the School's Anti-Bullying policy).

If children become involved in incidents that could be considered to be "bullying" or that could be of a physical or harmful nature, as well as following the Whole School Behaviour Policy, children will also be dealt with under the terms of Appendix A – "Dealing with incidents of bullying or repeated incidents of a physical or harmful nature."

Once it has been established that incidents of bullying have occurred, all members of the teaching staff and lunchtime and playtime supervisors should be informed as appropriate. When incidents of bullying (as defined in the School's Anti-bullying Policy) occur, the class teacher should arrange to meet with the parents of the perpetrator and of the victim(s) as soon as possible.

RECORDING OF POOR BEHAVIOUR AND INCIDENTS OF BULLYING

All reports of bullying will be recorded in the Incidents of Bullying Book, which is stored in the Head Teacher's office.

A School Behaviour Log will be used to record all other incidents of poor behaviour in School. The Head Teacher will be responsible for monitoring entries in the Incidents of Bullying Book and the School Behaviour Log and will report to the Governors on an annual basis.

THE BEGINNING AND END OF THE SCHOOL DAY

Children should feel that they are welcomed into school in the mornings. Every class teacher will provide an appropriate morning routine for the age group, which she/he teaches.

At the end of the school day teachers are responsible for the pupils from their own class until each is in the care of the adult responsible for collecting the child from school or has left the site alone, with written permission from a parent. Staff will take particular care that the cloakroom area and toilets do not become overcrowded at the end of the school day. Any child, whose parents have not collected them by 3.25pm will be taken by their class teacher to wait in the Library area whilst their parents are contacted. They must not wait for their parents outside school, unsupervised.

THE PHYSICAL ENVIRONMENT OF THE SCHOOL

The staff and Governors, with the help of the parents and pupils, will endeavour to maintain the physical environment of the school to a very high standard. We expect everyone entering our school to treat the school environment with care and respect.

Pupils will be given tasks and responsibilities to help maintain the quality of the school environment.

Pupil's work and achievements will be celebrated throughout the school through the creation of displays of work and the exhibiting of completed models, books and other artefacts.

We also make use of a "Friendship Bench," which children can go and sit on at play times if they are feeling lonely or upset. Other children at this School are always keen to speak to and include children that they see sitting on the Friendship Bench.

REWARDS AND SANCTIONS

The development of self-esteem is vital for the overall development of children. Thus, we endeavour to create a positive working environment and an atmosphere where effort is praised and achievement rewarded, for pupils and staff alike.

Praise, positive responses and rewards form the underlying principle of our approach, but sanctions will be made use of when appropriate. Any difficulties that arise, including those caused by challenging behaviour, need to be dealt with as they arise.

Whenever possible, when dealing with the whole class, all staff will publicly praise children for good behaviour before quietly condemning inappropriate behaviour. We feel that it is important that the praise should substantially outweigh the criticism. As a rule of thumb we aim to praise AT LEAST three times before criticising.

Children also receive praise and commendation in other ways such as:

Informal - verbal praise, being asked to show work to the class, other staff, etc.

Being provided with Achievement Stickers / Head Teacher's Awards / House Tokens - for good work, effort, participation, doing "the right thing", politeness, etc.

Formal - Work being displayed on display boards in class rooms or corridors around School;

Being provided with Certificates, Awards, Merits, etc. in our Celebration Assemblies.

At the end of each school week, a Celebration of Achievement Assembly is held, in both Upper and Lower School, in which children show examples of work and in which we celebrate achievement and give out certificates, merit badges and other awards covering areas such as:

- academic (individual subject) work,
- personal achievement,
- notable application to a task,
- significant kindly acts
- co-operative work.

By rewarding and praising good behaviour, we believe that such behaviour is promoted and encouraged.

Throughout the school, teachers and other staff will maintain high expectations of the behaviour of pupils and will intervene whenever it is appropriate to do so in order to maintain these high standards. All staff share a collective responsibility for the maintenance of good behaviour.

As part of this policy, all classes make use of a **Class Reward Chart** (Zone Board).

The Class Reward Chart consists of a central Green Zone, where all children start each week. Children will be rewarded for good behaviour and work effort by being moved up to the Silver Zone and, if this good behaviour / work effort is sustained, by being moved up into the Gold Zone. In Years 2, 3 and 4, children who get moved into the Gold Zone during a week receive a stamp to put on their own individual Reward Chart. When the chart is full, the child will be presented with a Special Certificate.

Children are also rewarded in other ways, during the School week, if they are in the Gold or Silver Zone. For example, a wider range of activities might be made available to them during wet breaks or they might be dismissed from the classroom ahead of other children before play time or lunch time. At the end of each week, children are rewarded for their efforts through Golden time activities, which correspond with whatever zone they are in on the Reward Chart. Children miss a set amount of Golden Time for each time they have been in Red / Orange through the week.

In Years R and 1, the Reward Chart is operated in a very similar way other than children start **each day** in the Green Zone. The class teachers record the children's movements up and down the board during the week and, on a Friday, the children are rewarded appropriately through the choice of activities that are made available to them during Golden Time. Children who have spent most of the week in Gold or Silver will be offered a wider choice of activities to choose from than a child who has generally stayed in Green or had to be moved down. Children who have generally been in Orange or Red (See below) will be provided with work to do instead, usually work that is incomplete as a result of poor work effort or poor behaviour earlier in the week.

Throughout the school year, teachers may use a variety of different reward systems to complement and support the main Class Reward Chart (Zone Board). Such alternatives are particularly effective when supporting children who may be experiencing difficulties with the management of their

behaviour as they can help to maintain the pupils' interest and motivation. For example, Individual Behaviour Reward Charts are used to focus children on improving certain aspects of their behaviour.

Within our school, we also try to build a positive team spirit within classes and houses. House tokens may be awarded to pupils who have produced an excellent piece of work, who have made a good effort, behaved in an exemplary manner or have made any other worthy contribution. At the end of each week, the number of tokens earned by each house are counted and the team with the highest number goes into the top position at the Celebration of Achievement Assembly.

Where appropriate, a system of class rewards may also be used so that the whole class can benefit from the achievements of individual class members. For example, every time a sticker is awarded a marble is placed in a marble pot and a class "treat" is triggered when the pot is full of marbles.

In all year groups, if children are mis-behaving or displaying poor work effort and have not responded appropriately when other children are praised, they will be moved down the board. Below the Green Zone is an Amber Zone, which acts as a warning. At this point, the teacher will talk to the child/ren involved and calmly but clearly warn them that their transgression has been noted and must stop. Warnings will not be given just on the hearsay evidence of other children or when there is any doubt in the mind of the member of staff. Whilst we see it to be important that the rules are applied as evenly as possible, consideration will also be given to individual children's special circumstances.

When a child fails to heed the warning given, a second warning and an explanation / clarification of the teacher's expectations may be provided, depending on the nature and severity of the behaviour exhibited.

Should the poor behaviour continue, or in the case of a single incident in which a pupil demonstrates particularly poor behaviour, a child may be moved into the Red Zone. In such a case, a sanction will be applied such as:

- Staying in during play-time to complete a task or to finish work that should have been completed
- Withdrawal of privileges
- Change of seat within the classroom
- Refer to Deputy Head or Head Teacher

Whenever possible we wish all adults in the wider school community to patiently help the children understand the reciprocal need for trust and responsibility. As a matter of policy we do not support the use of the following sanctions by adults in our school:

- Shouting in an attempt to intimidate children
- The scapegoating of individuals or groups of individuals
- Over-use of blanket punishments

At times, a teacher may feel that a child needs to work away from the other children. This may be because of a particularly serious incident or because a child has not corrected his / her behaviour despite repeated warnings. In such cases, the child will be moved into the lower half of the Red Zone and, during lesson time, pupils will be isolated a) within the class; b) immediately outside the class but still under the supervision of the class teacher; c) in another area of the school away from their own peers and under the supervision of another member of staff. Each stage shall be applied in this order, as required and, prior to reintegration to the class; each stage is revisited in reverse order.

Particularly poor behaviour such as violent conduct or abusive language may result in children being isolated in another area of the school immediately, without going through the earlier stages.

At all times, teachers and teaching assistants will use their professional judgement and discretion when making decisions about whether children should move up or down the Class Reward Chart. Staff will always take into account the individual circumstances of each child (e.g. Children with SEND, LAC or issues that may affect their emotional well-being either within or outside of School).

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others or, if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances, staff will follow the school's policy for dealing with such situations (See Positive Handling Policy).

In most cases, if a child's behaviour results in him / her being isolated away from their peers, they will be located in the library area where they can be supervised either directly or indirectly by the Head Teacher or the Deputy Head Teacher.

However, if a child continues to behave inappropriately in this area (e.g. reacting to staff or other pupils who pass through this area) as a last resort, they will be re-located to the Quiet Room where, once again, they will be supervised, directly or indirectly, by the Head Teacher or Deputy Head Teacher. When judging the level of supervision required, they will use their professional judgement and knowledge of the child and his / her circumstances, taking into account the emotional and psychological state of the child, the safety of the child and the safety of other children and adults in the School and the child's need for some "time-out" away from others so that they can regulate their behaviour. They will also reassure the child that they will be available to talk to and listen to the child once he / she is ready and willing to do so sensibly and they will explain clearly what is expected of the child for him / her to be able to return to their class. Should a child be isolated in the Quiet Room, the door will remain open at all times.

If, despite the above measures being applied, a child continues to behave inappropriately, it is likely that the child will be provided with a further punishment such as a fixed term exclusion. Children will not be allowed to go home to "cool off" as this is unlawful unless it is counted as an official exclusion.

If a child's behaviour becomes a concern, because they are having to be warned about their behaviour repeatedly or because of a single serious incident, his /her parents will be contacted and the matter will be discussed with them.

Where parents need to be contacted more regularly, then the Head Teacher will consider what further action is required to modify a child's behaviour. This may involve the use of an Individual Behaviour Target Sheet to focus the child's mind on improving certain aspects of their behaviour and to provide a record of the frequency and any patterns of behaviour that may form.

Support for Pupils who are experiencing difficulties in controlling their behaviour

As well as providing support for pupils who find it difficult to control or modify their behaviour through an Individual Behaviour Target Sheet, we can also provide support in other ways including:

- Setting up an Individual Behaviour Plan or Pastoral Support Plan.
- Involving external agencies such as the Educational Psychologist, the Behaviour Support Team, Early Intervention Family Support, etc.

Parents would always be consulted before support from external agencies was accessed.

In extreme circumstances or where the anti-social behaviour is affecting the education or welfare of other children, the Head Teacher has the power to exclude a pupil. DfE / LA Guidance will be followed should this action be required. However, the school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried over time and have failed. For example, physical assault against a pupil, physical assault against an adult or persistent disruption of lessons that affects the learning of other pupils.

During the Head Teacher's absence, the responsibility for managing fixed term exclusions is delegated to the Deputy Head Teacher.

This policy was approved by the full governing body on 12/11/18

This policy will be reviewed in October 2019

Governor responsible: Juliette Fleming

Whole School Behaviour Policy

Appendix A

Dealing with incidents of bullying or repeated incidents of a physical or harmful nature including:

Rough Play
Pushing
Shoving
Kicking
Grabbing
Fighting

Should a child become involved in such incidents, parents will be contacted and the Class Teacher will meet with parents and they will try to work in partnership to prevent such instances from occurring on a regular basis.

Should a child become regularly involved in such incidents, the Class Teacher and a Senior Leader will meet with parents and inform them that their child is now being dealt with under the terms of Appendix A of the Whole School Behaviour Policy. During the meeting, the parents will be provided with a letter, explaining this, and outlining the stages that will be followed should this behaviour continue.

Stage 1

- a) The Class Teacher and a Senior Leader will meet with parents and will provide them with a "Dealing with repeated incidents of bullying or of a physical or harmful nature" letter;
- b) The child will not be allowed outside at break times for the next two days and will be placed on report for a minimum period of at least one week. The report will contain at least one target which will need to be achieved on a daily basis;
- c) Meeting with parents before the report is removed;
- d) Pupil attends "social skills support group" at lunch time for an agreed period;

Should a further incident occur, move to Stage 2. If a significant period of time has elapsed between incidents, at the discretion of school staff Stage 1 may be repeated.

Stage 2

- a) A further meeting will be called between parents, the Class Teacher and a Senior Leader. Parents will be informed that their child is now being dealt with under Stage 2 of Appendix A;
- b) The child will not be allowed outside at break times for at least one week and will be placed on report for a minimum period of four weeks. The report will contain at least one target which will need to be achieved on a daily basis;
- c) Meeting with parents before the report is removed;
- d) Pupil attends "social skills support group" at lunch time for an agreed period.

Should a further incident occur, move to Stage 3. If a significant period of time has elapsed between incidents, at the discretion of school staff, earlier stages may be repeated as appropriate.

Stage 3

- a) A further meeting will be called between parents, the Class Teacher and a Senior Leader. The child concerned will also be present. Parents will be informed that their child is now being dealt with under Stage 3 of Appendix A;
- b) A final warning will be given to the child as to the consequences of any further incidents, which will include a fixed term exclusion.
- b) The child will not be allowed outside at break times for at least one week and will be placed on report for a minimum period of four weeks. The report will contain at least one target which will need to be achieved on a daily basis;
- c) Meeting with parents before the report is removed;
- d) Pupil attends "social skills support group" at lunch time for an agreed period;

Should a further incident occur, move to Stage 4. If a significant period of time has elapsed between incidents, at the discretion of school staff earlier stages may be repeated as appropriate.

Stage 4

- a) Fixed-term exclusion issued;
- b) On returning to school, your child will not be allowed outside at break time for two weeks and will be placed on report for a minimum period of six weeks. The report will contain at least one target which will need to be achieved on a daily basis;
- c) Meeting with parents before the report is removed;
- d) Pupil attends "social skills support group" at lunch time for an agreed period;
- e) The matter will be dealt with in future in line with LA guidance on Exclusion

Should a further incident occur after Stage 4, this stage may be repeated with a longer fixed term exclusion. LA guidance on exclusions will be followed in such circumstances.

The success of this policy relies very heavily on the support of parents. If parents fail to support staff at any stage in this process, this may result in the process being fast-tracked to Stage 3.

This appendix does not prevent the Head Teacher from following LA guidance on exclusion in the case of particularly serious incidents, even if it is a first offence.

Support, as outlined in the main part of this policy, would also be provided for pupils whose behaviour is being dealt with under the terms of Appendix A.