

Firle Church of England Primary School



Achieve, Believe, Celebrate

Behaviour Policy

1 Our aim

We aim to create a safe, calm and caring environment in which everyone can work, play and build relationships, to enable all to achieve their potential.

2 Our ethos

We will create a positive ethos by:

- Ensuring that everybody is valued as an individual within a positive and safe learning environment, which provides equal access and opportunities for all.
- Treating each other with respect in an atmosphere of trust and openness.
- Staff, children, parent/carers and governors working together to support each other positively. Understanding other people's opinions, views and behaviours is essential and these are developed, learned and taught.
- Encouraging everyone to take pride in their school, their class, their work and relationships.

3 Statement of principles agreed by the school's governing body

At Firle Church of England Primary School we fully support the aim and ethos agreed in consultation with governors, staff and children. We believe in creating and maintaining a happy and secure environment with a positive learning atmosphere for everyone.

We aim to provide consistency through a whole school framework of guidelines, procedures and high expectations. This is to be achieved through a positive approach to behaviour management based on the use of Firle Church of England's Schools' Golden Rules, Rights and Responsibilities, Reward Systems and the SEAL Curriculum. The staff work in partnership with parents to promote positive behaviour and we support the development of this policy to include all parents.

4 Roles and responsibilities

4a Governing Body

The governing body is responsible for agreeing the statement of general principles contained in the behaviour policy. It also has a general duty to ensure the school follows policies to

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promote good behaviour and discipline. The Inclusion Committee reviews behaviour incidents, exclusions and bullying.

4b Head teacher

The HT has a day-to-day responsibility for behaviour. They review the policy with staff on a yearly basis to ensure consistency in practice.

4c Staff

All members of staff are involved in the implementation of the policy. They ensure they implement the behaviour policy and comply with all agreed procedures. They maintain class records and liaise with members of SLT, SENCO, TA's and parents/carers, as appropriate.

4d Parents/carers

We will work in partnership with parents/carers and expect all parents/carers to support the school's policy and co-operate by responding to letters and telephone calls and requests for meetings. We expect them to support sanctions and work with the school to maintain high standards of behaviour. The policy is updated yearly on the school website

5 Rights, Responsibilities and Rules

At Firle Church of England Primary School we aim to promote individual and collective responsibility for positive behaviour. Our Golden rules reflect our expectations for behaviour across the school and link to our cloud system in each class.

5a Our Golden Rules

- Be helpful, kind, and forgiving
- To listen
- Be respectful to ourselves, others and the environment
- Try our hardest and have a go
- Be honest

These Golden Rules are displayed in classrooms, corridors and all learning areas around the school. The Cloud/Rainbow system is used to positively promote these rules.

5b Firle School Values

Our 5 school values represent the learning habits we want the children to achieve in their time at Firle. They play a considerable part in their attitude to learning.

At Firle we are:

- Reflective
- Aspiring
- Inquisitive
- Resilient
- Working with others

5c PSHE and SEAL

Planned and regular class activities, in line with the PSHE East Sussex guidance will provide the opportunity to develop children's thinking in terms of positive attitudes towards themselves, relationships, good behaviour and citizenship. We also use planned assembly themes to model our Golden Rules and Firle School Values. This is currently under review 2017-18.

5e School Council

The School Council are represented by 2 members of each class for Years 1-6. They meet fortnightly and provide a voice for pupils in the running of the school, giving suggestions and

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ideas for improvements at Firle Church of England School. School Councillors will be expected to act as positive role models around the school and ambassadors for the school.

6 Rewards

At Firle Church of England Primary School, we believe in creating a positive learning culture through praise and encouragement. We also want to model and reinforce the behaviours we are looking for e.g. if children follow the Golden Rules and Firle Church of England Primary School Values they will be rewarded. All rewards and sanctions should be consistently and fairly applied. Children are encouraged to go to the Head Teacher with good work or behaviour related comment.

6a House Points

These are awarded for following all aspects of the Golden rules and Firle Church of England Primary School values (in and around the school). House points are counted every week and the house with most points has the cup for the week. The winning house then gets to leave assembly first for playtime each day for that week. Children will receive certificates when they get 25, 50, 75, 100, 125 and 150 house points. 100 = Bronze, 125 = Silver & 150 = Gold certificates.

6b Verbal praise and commendations.

There are commendations of good work, effort, achievement and thoughtfulness linked to the Golden rules. These may take the form of written praise, stickers or Head Teachers award. Teachers will ring parent/carers or speak to them after school praising their child/children.

7 Additional Rewards

7a Golden Time for Rec/KS1/KS2

Every child has the opportunity to be rewarded for following the Golden Rules. Once a week every child has Golden time, which is an opportunity for children to choose their own activities. It is a special time for children to play with friends and enjoy being together. This is a time to really celebrate children following the **GOLDEN RULES**. If the children are placed on the white cloud on the school behaviour system, they will lose 1 minute of golden time and if they go on the grey cloud they will lose 5 minutes.

7b Celebrations

On Monday assemblies' figures for class attendance (published in newsletters) will be shared and celebrated for the class with the highest attendance. During Thursday assemblies the House winner and Birthdays are celebrated. Class Teachers will also nominate children for the Golden Book. These are children who have shown good attitude to learning and achieved well or given great effort to a task or behaviour over the week.

7e Attendance and punctuality

Every child who achieves 100% attendance each term will receive a special certificate. This is high profile for the school. Attendance meetings and late discussions regularly take place with parent/carers. Formal minuted attendance meetings may take place in line with the school attendance policy.

8 Sanctions

To support our school's aim and ethos, we have consulted and agreed upon appropriate consequences when a child does not follow the Golden Rules. The aim is to help children to learn new behaviours and take responsibility for their actions. Every opportunity will be given for the child to recover, make the right choices and regain control of the situation.

Years R - 4

- The Cloud/Rainbow system works as follows:
- Verbal reminder or warning
- Further incidents then result in names being moved to the white cloud and names are recorded in the class Behaviour Book and one minute is lost off Golden Time.
- In Catkins pupils have an immediate 'time out' from whichever activity they are doing in class.
- If pupils are moved to the **dark** grey cloud they miss five minutes of Golden Time
- Each session starts with all children able to make a fresh start on the Cloud/Rainbow behaviour system

Years 5 and 6

- An alternative approach is used due to the age of the children. Children receive a verbal warning and their name is written on the board. For any further incidents the teacher will add a tick next to the name.
- One tick = five minutes playtime lost.
- Two ticks = ten minutes playtime lost.
- If they receive three ticks they are referred to the Head of School or Executive Headteacher.

All Pupils

- Unfinished work must be completed at playtime or lunch time – with the Head Teacher if required
- Incidents of swearing, violence, stealing or extreme rudeness etc. will result in missing all of Golden Time. This will be recorded in the class Behaviour Book and parents notified.
- Head Teacher/SENDSCO is available to support teachers and TAs with more serious behaviours, (e.g. swearing, violence, stealing or extreme rudeness) and managing sanctions
- Head Teacher will check behaviour books on Friday afternoons and speak to pupils recorded in them about their behaviour etc.
- Chair of Governors may be notified and it may be necessary to put in place Individual Behaviour Programme or a Pastoral Support Plan etc. as on Laughton School policy

Break time Behaviour Management Systems

1. Incident occurs
2. Teacher/Supervisor intervenes to establish seriousness of incident.
3. Minor incident - Child apologises – no further action
4. If child does not respond – stays with Teacher/Supervisor or goes to time out
5. If child still does not respond – sent to Head of School or Executive Headteacher

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Any bullying, racial abuse or incidents of an aggressive nature should be recorded and reported to the Class teacher/Headteacher. Injuries are recorded in the First Aid record.

10 Exclusion

The school's arrangements for exclusion have been decided following extensive discussions with the local authority.

A decision to exclude a child for a fixed period or permanently should be taken only:

- In response to **serious breaches** of a school's behaviour policy.
- Once a range of alternative strategies have been tried and failed.
- If allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

Only the Head teacher and Head of School can exclude a pupil from school or the Deputy Teacher in the absence of the Head teacher. Before reaching a decision the head teacher should:

- Consider all the relevant facts and evidence to support the allegations made. If there is doubt that the pupil actually did what is alleged, the head teacher should not exclude the pupil;
- Allow the pupil to give their version of events;
- Check whether an incident appeared to be provoked by racial or sexual harassment;
- Informal discussions may take place with Governors, care being taken not to involve anyone who may later take part in the statutory review of their decision, e.g. a member of the Disciplinary Panel

In line with the above, a fixed term exclusion can be given for:

1. Serious assault on a member of staff or another pupil
2. Serious incidents of bullying
3. Serious disruption of lessons
4. Possession of a weapon
5. Racist incident (See Racism policy)

- A letter will be sent to parents and a copy given to the class teacher to put in the behaviour file.
- Authority official form will be completed
- SEND TA will offer support. They will have discussions with children emphasising the need for them to accept responsibility for their actions, discuss how they can make reparation and warn of subsequent consequences.
- Return to school meetings will be arranged before excluded children can return to school. The child, parent/carer, Head Teacher are all present at the meeting.

11 Control and Restraint

When children's behaviour becomes unmanageable or dangerous the HT/SLT must be called for immediately. We strongly advise that staff resist using restraint and endeavour to keep the situation calm. Reasonable force may only be used in **extreme** circumstances and an

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Authority incident form filled in immediately after reporting the incident. Written eye witness accounts will be collated to verify the incident afterwards.

Staff follow the draft guidance set out in Section 550A of the Education Act (1996) and subsequent guidance for the use of reasonable force to control or restrain pupils. (See Local Authority Guidance).

Teachers should always attempt to deal with a situation through other strategies before using reasonable force. Staff should also use the strategies outlined in the guidance when dealing with an incident.

This may only be used in the following situations:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline.

12 Communication, monitoring and review of the behaviour policy

- Staff will review the policy annually and the Head teacher will take the review to the Governing Body
- The review will also be taken to the parents via parents drop in and to the pupils through the School Council
- We regularly review Golden Rules, rewards and consequences with children/school community
- We involve all staff in reviewing the policy
- Offer training or support around behaviour management to all staff.

Next Review September 2018