

Firle Church of England Primary School



Inspiring Learning for Life

Behaviour Policy 2021-2022

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.
- Promoting respect in an atmosphere of trust and openness.
- Working together with 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' Values, Rights and Responsibilities, Reward Systems and the PSHE / RSE 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 promote good behaviour and discipline. The Safeguarding governor reviews behaviour incidents, exclusions and bullying.

4b Executive Head teacher and Head of School

The Executive Head teacher and Head of School have 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 School Values reflect our expectations for behaviour across the school and link to our cloud system in each class.

5a Firle School Values

Our 6 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.

Kindness
Aspiration
Perseverance
Forgiveness
Respect
Working Together

These values are displayed in classrooms, corridors and all learning areas around the school.

5c PSHE and RSE

Planned and regular class activities, in line with the PSHE / RSE curriculum 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.

All children are taught to follow the 5 rules of good listening:

- Eyes looking
- Ears listening
- Lips together
- Bottoms on floor/ chair/ bench
- Hands in lap

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

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 consistently follow the 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 Executive Head teacher or Head of School 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 term. Each week, the winning house gets to leave assembly first for playtime each day for that week. A maximum of 3 house points is awarded at any one time and this is for exceptional behaviour/ effort).

6b Verbal praise and commendations.

There are commendations of good work, effort, achievement and thoughtfulness linked to the School Values. These may take the form of written praise, stickers or a Headteacher's award.

7 Additional Rewards

7a Golden Time

Every child has the opportunity to be rewarded for achieving the School Values. Once a week every child has 30 minutes Golden time, which is an opportunity for children to choose their own activities is a special time for children to play with friends and enjoy being together. Any lost golden time will be paid by sitting out for the length of time lost.

7b Celebrations

On Thursday 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 excelling in one of the School Values.

7e Attendance and punctuality

Attendance continues to be a high priority 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 show kindness or respect for others from our School Values. The aim is to help children to learn new behaviours and take responsibility for their

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actions. Every opportunity will be given for the child to recover, make the right choices and regain control of the situation.

Infants

- In Cherry Class pupils have an immediate 'time out' from whichever activity they are doing in class
- The rainbow / sun system is used to promote positive behaviour choices

Years 3 - 6

- The Cloud/Rainbow system works as follows:
- 2 verbal reminders or warnings
- Further incidents then result in names being moved to the white cloud and one minute is lost off Golden Time
- If pupils are moved to the dark grey cloud they miss three minutes of Golden Time
- Each day starts with all children able to make a fresh start on the Cloud/Rainbow behaviour system. They can move up and down the system according to their behaviour during the day

All Pupils

- If a child refuses to do their work or does very little within their ability, they will be given the opportunity to do it in their Golden Time or take it home to complete that day
- Incidents of violence, stealing or extreme rudeness etc. will result in being sent to the SLT with a sanction and behaviour recorded in the School Behaviour Log and parents notified
- The DSL will report the number of behaviour incidents in the Behaviour Log termly to governors. For particular children it may be necessary to put in place an Individual Behaviour Programme or a Pastoral Support Plan

Break and Lunchtime 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 – initials are added to playground cloud and stays with Teacher/Supervisor for five minutes
5. If child still does not respond – send to Head of School or Executive Headteacher
6. If a child is being kind, playing nicely etc. they can have their initials put on the playtime rainbow
7. When not being used at playtime or lunchtime laminated cloud and rainbow will be attached to the whiteboard, so all staff can access them for their respective duties, as well as be aware of behaviours during play and lunchtimes in order to follow these up as necessary
8. If a pupil has their initials put on the cloud at the end of a play or lunch time, they will miss minutes at the start of the next time they go out to play

Any bullying, racial abuse or incidents of an aggressive nature should be recorded and reported to the Class teacher and Executive Headteacher or Head of School. 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 Executive Headteacher and Head of School can exclude a pupil from school. Before reaching a decision the Executive Headteacher or Head of School 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 Executive Headteacher or Head of School 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, Executive Headteacher/ Head of School are all present at the meeting

11 Control and Restraint

When children's behaviour becomes unmanageable or dangerous the EHT/H of S 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 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 Screening and Searching

Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated a member of the Leadership team should be informed immediately. The property should be given to the Executive Headteacher or Head of School who will make contact with parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (the Government intends to add to this list). If a search is to be conducted, teachers should refer to the

The Executive Headteacher and Head of School will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'. Parents will always be informed if their child has been searched. In the event of weapons or knives being confiscated these will always be handed over to the police.

13 Communication, monitoring and review of the behaviour policy

- Staff will review the policy annually and the Executive Headteacher 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.

Reviewed September 2021