

Fordham All Saints C of E (VC) Primary School



Pride in our Learning

Name of Policy	Behaviour Policy
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Fordham All Saints C of E (VC) Primary School

Behaviour Policy

Introduction

This Policy was devised during the spring term 2022 and is based upon the concept of creating a 'Telling School' where children are confident to tell adults about undesirable behaviours without fear of reprisal.

The consultation process involved Staff, Governors, Parents and Children.

It will be reviewed annually.

The policy is available on the school website for all to read. At the beginning of each year a workshop will be held to remind pupils of the existing practices outlined in this policy

This policy should be read in conjunction with the anti-bullying policy and any current developments under review.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Fordham All Saints C of E (VC) Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with pupils, parents and governors, staff discussion. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the class rules at the beginning of the year, discussions involving the School Council and our annual pupil survey.

Aims

The aim of Fordham All Saints C of E (VC) Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring Christian community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

The primary aim of the behaviour policy, however, is not a system to enforce rules but rather to promote good relationships, so that people can work together with the common purpose of helping everyone to learn.

Fordham All Saints C of E (VC) Primary School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences. We do everything in our power to ensure that all children attend school free from fear (See Anti-Bullying Policy for further information).

At Fordham All Saints C of E (VC) Primary School we will:

- As adults treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the school rules and that each class has its own classroom code.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Equal Opportunities

As a school, we are committed to the promotion of equality of opportunity for all, including people from different racial, ethnic, cultural and religious backgrounds and between different genders. As outlined in the Equal Opportunities Act 2010 and espoused in the protected characteristics. We consider that all manifestations of discrimination are wholly unacceptable and will act positively to eliminate discrimination where it occurs. We will take prompt, effective and systematic action to deal with all discriminatory incidents and to identify and address racial, ethnic, cultural, religious and gender inequalities.

An effective discipline policy is one that seeks to lead children away from a natural self-centredness towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and progress. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of Fordham All Saints C of E (VC) Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's' self-esteem and thus help them to achieve more.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both learning attitude and success and behaviour.

Children will be involved in activities that lead to drawing up class rules at the beginning of each year, which will be clearly displayed and discussed when necessary and at the beginning of every term.

Included in the policy are suggestions for behaviour management techniques (see 'sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions, and will commonly be on the SEN register.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated. Research has shown that in general children who may need behaviour modification succeed on the principle of a 4:1 praise to sanction ratio. Teachers should follow this principle.

Rewards may include:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Smiley faces
- Stickers and stamps
- Certificates
- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges (e.g., free time)
- Positive phone call or letter home
- Personal, group and whole class rewards
- Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded with a Gold Award.
- House point tokens, which are collected in tubes at the front of the hall for all to see.

With "Golden Time" children are rewarded for behaving well. Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and staff in school. "Golden Time" ensures that the children who behave well, which are the majority, are rewarded.

"Golden Time" is not simply an extra playtime; children should be consulted as to what the golden time activity (ies) should be. Ideally, those children who have a tendency towards

disruptive behaviour will be less inclined to continue if they are risking the loss of a privilege that they had a part in deciding. Golden time should take place on different days of the week so that no one curriculum area is overly affected.

In this way, the message given to children is that if they are sensible, co-operative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum.

Children who misbehave or break one or more of the rules in class or elsewhere in school or playground, risk losing part or the whole of golden time.

Sanctions

Despite positive responses as a means to encouraging good behaviour in Fordham All Saints C of E (VC) Primary School, it may be necessary to employ a number of sanctions to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm - children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences - A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours, including a possibility of mitigating any sanction, as appropriate, through restorative justice, or the chance to "fix" the situation.

Fresh Start - although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If rules are broken the following sanctions may be taken:

(Sanctions will be differentiated to the needs of the children)

- Children will be given a verbal warning by the class teacher, learning support assistant or supervisor; and the child's name will move off the golden time card and onto the warning or sanction section of cards. there could be further movement along the cards because
 - The child's behaviour improves or some attempt is made to fix the situation
 - The child's behaviour remains the same or deteriorates
- 'Time out in class' will be used. If a child is removed to the corridor the classroom door must be left open for appropriate supervision, and the child should only be out of class for a maximum of 10 minutes - this should be used in conjunction with the card system

- Teachers may send their pupils to another class (a responsible child should accompany them). Children should be made to complete any missed work during their next break or at home (teachers are not to send schoolbooks home). If children are kept in at break, the class teacher should normally supervise them, or an arrangement made with another class teacher.
- If children are kept in at lunch time then the Executive Headteacher or Head of School should supervise them
- After a combination of the above sanctions
- Children may then be sent to the Executive Headteacher (except in extreme cases of inappropriate behaviour when immediate removal to the Executive Headteacher's office is necessary).
- More serious behaviour may involve meeting with parents.
- Extremely poor behaviour must be reported to the Executive Headteacher immediately. A letter will be sent home, or a phone call made to the parents. For continual unacceptable behaviour or in case of serious verbal or physical violence the child may be given an after-school detention or excluded from school. This could take the form of fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Lunchtime Detention

If a child's behaviour has not been acceptable during break or lunch, then the pupil is in detention the following day. A detention consists of children writing out during their lunchtime how they should behave relating to the incident that occurred. Children always eat lunch before they go to the Executive Headteacher's office; or have their lunch under the supervision of the Executive Headteacher or Head of School. Children that have collected 5 lunchtime detentions in one half-term will have a letter sent home and normally a request will be made to meet with their parents or carers

Fixed-term and permanent exclusions

Only the Executive Headteacher has the power to exclude a child from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Executive Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Executive Headteacher.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is permanently excluded from school.

Recording, Monitoring and evaluating behaviour

Classroom

Although teachers should treat each situation fairly and individually, it is imperative that children are aware of the next consequence or sanction. Hence the progressive chart system which is to be used by all staff including supply staff.

Playground

- Incidents of disruptive behaviour in the playground are recorded in the behaviour log book by those on duty. At the end of lunch the MDA's inform each class teacher as necessary. The behaviour log is regularly monitored by the head of school. These records are used to inform the chart system, give detention for unacceptable behaviour and also to inform the child or children involved in such incidents, teachers, parents/guardians and other interested parties of an individual's poor behaviour when necessary.
- If a child swears, then a letter will always be sent home to their parents or carers and the Head of school will supervise the child during the next breaktime

Roles

The Role of School Council

The School Council meets regularly. School Councillors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing rules and changes

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain this commitment in the Home School Contract and we expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in

the school will be reported immediately to the Executive Headteacher who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Executive Headteacher may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Support Staff

All school staff have a responsibility to uphold the behaviour policy.

Support staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play, play fighting and potentially dangerous behaviour in the playground is unacceptable.

The Role of the Class Teacher

Fordham All Saints C of E (VC) Primary School is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Fordham All Saints C of E (VC) Primary School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to an "Open Door" ethos for mutual communication with parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving the Executive Headteacher as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Class Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher in carrying out these guidelines.

The Executive Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Executive Headteacher about general

disciplinary issues, though they must be careful not to "contaminate" any possible Parent complaints or appeals. The Executive Headteacher must take Governors general advice into account when making decisions about matters of behaviour.

Role of the Executive Headteacher

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety, welfare, wellbeing and safeguarding of all children in the school.

The Executive Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Executive Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving detentions and fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child.