



Flamborough CE (VC) Primary School- Behaviour Policy

Date Policy Becomes Effective: October 2022

Review Date: October 2023

Person Responsible for Implementation and Monitoring: Head teacher

Rationale

Our pupils will learn most effectively if they are in an environment in which they feel safe and secure. They need to have high self-esteem and should fully understand the importance of self-discipline, self-respect and respect for others. Young children are still learning these values and will occasionally fail to reach the appropriate standards expected of them. The school aims to reward good behaviour; whilst anti-social behaviour will be discouraged by the use of a variety of sanctions. We aim to support good behaviour by:

- Teaching children how to make better choices.
- Working collaboratively with parents/carers wherever possible and involving them in the process of ensuring that good behaviour is always an expectation at Flamborough CE (VC) Primary School.
- Offering a curriculum that is well organised, exciting and appropriate to the needs of our children.
- Establishing procedures that are consistent throughout the school and are fully understood by children, parents/carers, teachers and non-teaching staff.
- Rewarding and praising good behaviour and sanctioning poor behaviour.

Relationships at Flamborough CE (VC) Primary School are underpinned by the Christian Values of forgiveness and reconciliation. A fresh start will always be offered to any child.

Guidelines

- A Home/School Agreement will be set up on entry to Flamborough CE Primary School and renewed at appropriate times.
- A copy of the Behaviour Policy will be given on entry to all new parents/carers, be available on request at any time and is published on the school website.
- The Behaviour Policy will be reviewed annually.
- Children will be encouraged to take ownership of their behaviour. Behaviour as a choice will be emphasised – i.e. poor behaviour is your choice.
- **All** school staff (teaching and non-teaching) will make explicit the type of behaviour they expect from the children, especially at the beginning of the school year.
- Each class will develop its own age appropriate 'Class Charter' which will demonstrate a commitment to positive behaviour. The underlying principles will be the same throughout the school.
- Positive behaviour management will form the core of behaviour management at the school. Class rights and responsibilities will be agreed and rewards/sanctions need to be fully understood by pupils and all staff.
- To assist in this process, especially in the early stages of a new school year, class collective worship will set aside some time each week when moral issues will be explored. Children need to be fully aware of their rights **and** responsibilities and that rough behaviour and bullying **will not** be tolerated at Flamborough CE Primary School.



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Key features of our Positive Behaviour Management procedures

- Children and teachers will review/revisit the rewards, sanctions and expectations of behaviour regularly, especially at the beginning of each school year.
- Circle time, SEAL, Christian Values (from Values for Life resource) and the PSHCE curriculum will be used to support social and behaviour issues with children.
- HSSW completes social skills work, on an individual and small group basis as required.
- All staff are good role models, treating all with respect and care.

School Support & Strategies

The school uses a range of support for behavioural challenges according to need:

- We are trained and updated on behaviour management.
- We use individual care within a whole class approach.
- We give planned time to discuss issues which affect children's well being, e.g. how to resolve arguments, forgiveness and reconciliation.
- We give planned time to discuss behaviour issues.
- We accept children's ideas for sanctions or rewards.
- We offer time for group or individual pastoral work.
- We liaise with other educational personnel where needed.
- We consult with parents when worries or concerns are raised.
- We involve outside agency help and support where appropriate.
- We use Behaviour Support Plans when needed.
- We make effective use of LA behaviour support services.
- If appropriate, pupils will be placed on the appropriate SEN register for behaviour, with an appropriate Behaviour Plan, and parents/carers will be informed.

Although this is a comprehensive list, it may not be limited to these strategies, and some may run concurrently.

Rewards

- Our reward system is a crucial part of the scheme. It is founded on the principle that children respond to praise. We will use a variety of rewards, some of which will be suggested by the children themselves. The following are some examples of the kinds of rewards we use:
- Verbal positive praise
- Stickers in every classroom.
- ClassDojo rewards
- Friday afternoon 'Celebration Assembly' is a time to celebrate and be proud of the week's achievements. Each class teacher will award a certificate to a member of the class for some work that has been completed in class and a star of the week pencil for outstanding behaviour.
- At certain times in the year, the senior midday supervisor also nominates 2 children for excellent lunchtime behaviour and all staff members may nominate children to gain special recognition for their behaviour relating to our Christian values.
- Year 6 Play leaders may award certificates to children participating in the Play leader activities.



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- Children are rewarded for good attendance. Attendance percentages for each class are calculated each week, recorded and included on the newsletter. The class with the best termly attendance receives £50 to spend on, or in, their class.
- Individual children may be issued with a sticker chart as part of their positive, individual behaviour plan to support successes and create home-school links.

The Sanctions

In the event of a pupil not acting appropriately in class, we have specific procedures which we follow. These procedures need to be fully understood by all the children and shared with all parents/carers. It is based on the premise that:

- To act in an unacceptable way is the child's choice and the child needs to be reminded of this.
- The child's actions are preventing the rest of the class from learning, so the teacher's actions need to cause the minimum disruption to the rest of the class and to their teaching.

The procedure we have followed in the event of poor behaviour is thus:

- Initially the child is given a warning and correct behaviour is explained
- If this continues, the child will be issued a time allocation for missing break
- There may be times when the child needs a little time out so this is put in place with appropriate supervision.
- If the behaviour requires, the child may be collected by another adult, removed from the classroom and taken, with work, to complete the task in a receiving classroom. (See Positive Handling Policy)
- At lunchtime, we expect children to abide by the lunch supervisors' organisation. If children persistently refuse to acknowledge lunch supervisors'; guidance, a sanction such as time out of a game/activity or being sent in will take place.
- If behaviour continues to be a problem during the lunch hour, the child's parents will be asked to attend a meeting to help the school in improving behaviour. The meeting may result in an agreement that the child temporarily goes home for lunch. If this agreement is not made, a formal temporary exclusion can be used.

Poor Behaviour

Children are always warned about the consequences of poor behaviour.

- The attention of the Headteacher should always be drawn to cases of persistent poor behaviour and any severe incident – These should be reported using the Yellow forms if handling has been used.
- Formal contact with parents/carers will be made at any stage deemed necessary, by the class teacher or Headteacher. Parents/carers will be invited to discuss how best to tackle the issue.
- Occasionally, if a child's behaviour is continuing to be poor and the sanctions have proved not to have been successful in changing the behaviours, teachers may decide to put the children into 'Home/School Contact Book' and or Individual Behaviour Plan. When this is done the parent/carer is informed as their role is crucial. A simple record is made in which a child's positive behaviour is recorded and rewarded alongside the problems and difficulties they have had. If this book is actively supported by parents/carers its success has been shown to be very high.



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- If a child's behaviour has been poor for some time, or it is severely erratic and cannot be depended upon for safety reasons, school trips will not be offered to the child or alternative arrangements for supervision may be made. This is to ensure the safety and success of the trip for all concerned.
- Where there has been wilful damage to property pupils will be asked to pay for or replace the damaged items.
- Children will be asked to make reparation; be asked to apologise to the child or person they have hurt or been rude to.
- It may be felt necessary to monitor a child's behaviour through a period of time. All staff who deal with the child during the day/period are expected to contribute.
- Children may be given 'time-out' cooling down periods by sitting them in quiet areas of the school or in another classroom- once they have calmed down, and have accepted their part in a wrong doing, they are asked to apologise and are usually, after a short time, invited back to the classroom or back onto the playground. If children are removed from the classroom for any length of time work is always set for them to do.
- Parents/carers should not tell children to hit back at school. Such advice is inconsistent with the aims and ethos of the school and will undermine the school behaviour policy. This advice usually leads to fight situations and children lose control. Children should seek to tell an adult.

Severe Poor Behaviour & Exclusion

- All staff may legally use restraint if a child is in danger of hurting themselves or others. All staff may also, with 'reasonable force', remove a child from a difficult situation. Staff are regularly updated on 'Team Teach' methods. However, if it is felt appropriate and especially for Health & Safety reasons, a parent/carer may be contacted to collect/remove a child themselves.
- In severe cases the Headteacher can exclude a child. The exclusion may be fixed term (up to 45 days in one school year – 15 days in any one term) or permanently.
- An exclusion of any kind is only used when absolutely necessary. It would usually mean that other sanctions and avenues of help and support have been used and have failed. It could also be that the incident was particularly severe or that the child was refusing to co-operate with the headteacher/other staff. This leads to an unsafe situation.
- All incidents will be considered independently, as of course would the age of the child. Temporary exclusion will normally be used before full exclusion. However, a full exclusion cannot be ruled out especially if the situation is particularly severe.

The following list shows areas where exclusion may be used as a sanction:

- Deliberate physical violence towards other children or adults.
- Deliberate continued threats of aggression towards another child or adults.
- Deliberate disobedience shown towards staff which results in the behaviour of the school being compromised and/or the teaching and learning of other children is being disrupted.
- Refusal to comply with requests/instructions of the Headteacher or teacher in charge where other sanctions have failed.
- Resorting to fighting and refusing to stop.
- Leaving the school premises without permission. If child leaves the school without permission we will make reasonable attempts to stop them and /or locate them. If they cannot be located after a short period of time, we will ring Parents/Carers and then if needed the Police.
- Deliberate or attempted vandalism where school or adult property is targeted or broken.



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- Deliberate, continued racist behaviour and/or threats of.
- Continued use of inappropriate sexual behaviour towards other children and adults.
- The threat of using knives and/or other such dangerous items on other children or adults.
- The carrying of knives and other such dangerous items to school.
- Behaviours that undermine the health, safety or well being of the pupils or staff of the school.
- Behaviours that result in the teaching and learning of other children being compromised
- Deliberate poor behaviour and/or acts of vandalism on the way to or from school which impacts on our neighbours and brings the school into poor repute with our neighbours and the local community.

Fixed Term Exclusion

- When a fixed term exclusion takes place (up to 5 days), parents/carers are informed. If the exclusion is more than five days or totals more than 15 days in one term the Discipline Committee of the Governing Body is informed. If warranted, they will meet and discuss the exclusion. When exclusion is permanent, parents/carers, Governing Body and the LA are informed immediately and the due process is followed.
- On their return to school the child and their parents/carers will be invited to a reintegration interview, where the impact of the behaviour leading to the exclusion and strategies to help the child remain in school will be discussed. These strategies will be recorded in a reintegration plan which is made available to key members of staff.

Children are always rewarded and praised for good behaviour and when they make the right choices.

Children are regularly reminded to speak to an adult if the behaviour of another child upsets or hurts them.