

# Federation of Follifoot & Follifoot and Spofforth CE (VC) Primary Schools

## Behaviour Policy

### Rationale:

Our behaviour policy is designed to ensure that our children grow into caring, well-mannered, self-disciplined and independent learners. We want them to act upon a personal set of well-founded values, beliefs and attitudes with an increasing sense of personal responsibility as members of, the community. The culture of the federation is to develop children's sense of intrinsic respect rather than a reliance on respect of status, job role, gender or any other characteristic.

Behaviour is managed positively based on effective relationships between adults and pupils rather than dependence on hierarchal status.

This policy and the associated behaviour for learning principles make clear the expectation that standards of behaviour are consistent. This means consistently reinforced by all adults and consistently followed by all pupils. To achieve this requires all staff working in partnership to continually reinforce the principles and expectations while building relationships with pupils that enable them to manage behaviour effectively.

### Aims:

We aim to:

- have a consistent approach to behaviour throughout the school by providing clear boundaries and teaching appropriate behaviour.
- promote and encourage the behaviours demonstrated by effective learners.
- promote a culture of responsibility and independence rather than simple compliance.
- provide a calm, safe, purposeful and happy atmosphere within school.
- promote Christian Values to encourage self-discipline so that children learn to accept responsibility for their own behaviour as well as give and accept forgiveness.
- ensure that every member of the school community behaves in a considerate, respectful, co-operative way towards others.
- make all appropriate reasonable adjustments to behaviour strategies for pupils with specific needs.

### Achieving our aims

All adults in school have an important responsibility to model high standards of behaviour, in their dealings with the children and with each other, as their example has an important influence on the children.

Clear behaviour principles (see page 7) in the form of a simple yet powerful set of expectations are displayed round school. The 'encouragers' and 'reminders' are also prominently displayed in all classrooms and also in key areas around school. These will be explained to all children at the start of the academic year and re-visited as a when necessary throughout the year.

These are the only principles/'rules' that are used in school. They apply to classrooms and the playground. There should be no other class rules or class charters in place and these dilute the consistency of the whole school approach.

Examples of how to 'live out' each principles can be made to help children fully understand the principles. An example of this is given on page 8.

Wherever possible a problem solving approach will be adopted by children and adults to resolve differences. Sanctions may still need to be used but the decision is shared and explained.

Where unacceptable behaviour becomes a persistent problem in an individual, which is affecting his/her work, then a behaviour plan will be put in place. We will seek the support and co-operation of parents/carers. We will involve parents for feedback on positive behaviour as well as unacceptable behaviour.

### **Talking to Parents about Behaviour**

This is often one of the hardest parts of being a class teacher. Careful considerations should be given before each discussions and where necessary advice sought from senior leaders and or the Head teacher. Although difficult these are often some of the most important discussions and should not be avoided.

#### Basic Principles

- Carefully plan discussions – what are the key messages you want to get across.
- Ensure discussions are conducted in private never 'on the corridor' or on the playground'.
- Ensure you have suggestions, next steps to give to help improve the situation, never say you don't know what else to try. You may sometimes feel like this in which case seek advice before meeting with parents.
- Listen and take on board parent perspective and any ideas/strategies they might have.
- Keep to the facts and avoid opinion e.g. *'The behaviours are interrupting and disrupting learning in most lessons' rather than 'They are the most difficult child I have ever known'*. The later might be true but does nothing to help improve what is likely to be a challenging context. Imagine going to the GP and being told that the worst case of ..... I have ever seen. How would you feel?
- Always arrange a time to follow up further.

### **Supervision outside classroom, before and after school, during break and at lunchtime:**

School begins at 8.55 promptly with the ringing of the school bell. There are no arrangements for staff to be on duty until 8.45am when a single member of staff will be on duty. Teaching staff will be on the playground from 8.50.

School ends at 3.20pm (Spofforth) and 3.30pm (Follifoot). Staff will go into the playground with their class to ensure parent/carers are there to collect their children. A member of staff will accompany younger children to the school bus (Spofforth only). At the end of break the bell is rung once and the children all stop. They line up and wait in the playground until their teacher arrives to collect them. At the end of lunchtime the bell is rung once and the children stop. They line up and wait in the playground until their teacher arrives to collect them.

Children walk quietly around the school building. They give way at doors and respect other people and their property. They hold the door for the person behind them rather than one child holding the door for everyone, this reinforces the principle of everyone having a role in showing good manners. At assembly time they enter the hall calmly, listen carefully and take time to think.

If children reach the R2 (see page 6) stage at playtime or lunchtime they should typically miss 5-10 minutes of play. This can typically be done by asking them to sit on a bench or stand with an adult.

There is usually no need for them to be sent inside at this stage. If a child reaches R3 they should miss the remainder of the playtime. This can also typically be done by asking them to sit on a bench or stand with an adult. There is usually no need for them to be sent inside at this stage. Following discussion with the class teacher if deemed appropriate to miss some or all of a following playtime again this can be done by asking them to sit on a bench or stand with an adult. If following discussion it is deemed appropriate for them to be kept inside the school the building they **must be fully supervised**. This means an adult in the same room as them for the **full duration** of time they child is kept in. No form of 'remote supervision' e.g. in the room next door is appropriate or acceptable. This principle applies also to children 'staying in' at playtime or lunchtime for any other reason e.g. finishing work or 'doing jobs' for an adult. Please note if children are found to be in a room unsupervised they will be immediately sent out to the playground or hall. This may 'undermine' a sanction/consequence given however it is the responsibility of the adult(s) giving and agreeing the sanction or consequence to ensure full supervision is in place. Each playtime is a 'fresh start' e.g. if a child received a R2 in morning play they would not go straight to a R3 for their first warning at lunchtime.

### **Roles:**

Governors are responsible for:-

- Supporting the schools, which provide a calm, safe, purposeful and happy atmosphere, where everyone feels safe and secure.
- Ensuring that the schools have a policy, which is implemented, communicated, published, monitored, evaluated and reviewed.
- Making appropriate resources available for the policy to be fully implemented.

### **Headteacher and Staff (teaching and non-teaching) are responsible for:-**

- Providing a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe and secure.
- Discussing and consistently reinforcing school expectations.
- Ensuring that they are aware of the Behaviour Policy and that they have the necessary skills to deal with situations as they arise.
- Implementing, communicating, publishing, monitoring, evaluating and reviewing the school policy.
- Ensuring that every opportunity is made to resolve conflicts, should they arise, in a manner that maintains positive relationships.
- Dealing with behaviour sensitively and calmly without threatening or scaring pupils
- Acting as good role models.
- Managing challenging behaviour in accordance with the school policy.
- Keeping parents informed of behaviour issues as they arise.
- Keeping records as described in page 5 of this policy.

### **Parents/Carers are responsible for:-**

- Ensuring that they support the creation of a safe and secure school.
- Supporting the school policies.
- Working with the school to encourage children to maintain school expectations.
- Acting as good, positive role models.

## **Pupils are responsible for-:**

- Following the behaviour principles as set out in the behaviour expectations
- Allowing others to learn and play happily without interference.
- Treating others fairly and courteously.
- Actively listening to others.

## **Planned Intervention (de-escalation)**

The shared view of staff and governors is that certain types of behaviour are unacceptable – for example, bad language, verbal abuse, shouting, bad manners, aggressive behaviour, bullying, disrespectful behaviour and racism.

In the event that an example of this kind of behaviour should occur we recognise that consistency of approach is required. It has been agreed that the following guideline are appropriate:

- We will make sure that the child is safe.
- We will follow the steps as outlined in the 'reminding' section of the behaviour principles poster.
- We will talk quietly and calmly with the child, offering advice and support and avoiding an audience.
- We will be prepared to listen to the child and encourage a dialogue with them.
- We will tell the child what we expect of them, referring to the 'behaviour principles'
- We will identify the appropriate level of consequence in line with the 'reminding' section of the behaviour principles.

## **Principles**

There is one set of principles for all children at all times in all places.

Learning behaviours, behaving to learn.

- I take responsibility for my learning, enjoy challenges and take pride in my work.
- I listen so that I can ask questions and answer thoughtfully.
- I am kind, polite and show respect to everyone.
- I look after and respect all property and equipment.

These principles apply at all times, in all places and with all people.

## **Rewards**

At Follifoot and Spofforth good behaviour is a basic expectation and therefore **not** rewarded. In order to reinforce and encourage the type of behaviour that reflects the ethos of Follifoot and Spofforth CE Primary School there are a set of actions which still will follow in order to encourage and promote effective learning behaviours. All members of staff use these throughout the school.

These systems are clearly set out in this policy and all children attending Follifoot and Spofforth CE Primary School have a clear understanding of them.

Positive behaviours especially effective learning behaviours are encouraged via verbal praise and encouragement from staff, recognition in sharing assemblies, and the awarding of 'Marvellous Me' badges which are essentially postcards home to tell parents that their child has displayed particular positive learning behaviours.

## Recording behaviour incidents

To ensure the highest standards of behaviour are set and maintained records are kept and reviewed regularly. This ensures patterns and trends can be analysed effectively to identify key issues or times relating to poor behaviour. This enables a more effective strategy to support pupils and improve behaviour to be put in place. In addition children knowing that accurate records are kept and used in discussions with themselves and their parents will often act as a deterrent in itself. Records facilitate effective discussions with pupils and parents highlighting the level and frequency of poor behaviour.

At present there are no set 'sanctions' or consequences directly linked to any number or frequency of incidents. The HT and or senior leader will review the electronic behaviour records on a weekly basis and in conjunction with class teachers will decide on appropriate course of action where patterns of behaviour are causing concern and or impacting on learning.

Incidents are recorded in line with the 'reminding' steps as outlined in the behaviour principles poster (page 7 of this policy) with copies displayed around school and in each classroom.

All staff are expected to follow the prompt/steps in the 'encouraging' & reminding' sections. Staff will exercise their own professional judgement as to where names are recorded at the R1, R2 & R3 stages. It can be effective to do this using 'Happy' & 'Sad' faces on the classroom whiteboard, this however for some children can have the opposite effect of public embarrassment causing behaviour to decline further and worsen. Staff should carefully consider the most effective strategy for all the children in their class and employ this consistently. A sheet on the teachers desk may be more effective.

Staff will exercise professional judgement with regard to R1 (second reminder name recoded) being 'earned off' and therefore not formally recorded on the electronic system. Any steps above R1 cannot be 'earned back' e.g. if a child has moved to R2 and has been improved in class this must be logged.

## How to record Incidents

Use School Management Information System (MIS) (ScholarPack) as per electronic registration. This can be done daily or at the end of the week. It must **not** be completed in front of the child or any other children.

- Login to ScholarPack
- Search for child by typing first few letters of their surname into the white search bar (top right hand corner of the screen) – click on their name
- Click on 'Conduct' tab on blue tool bar running across the top of screen
- Click on Incidents
- Click on Add
- Add the incident using the drop down menus
- Click on Save

The school has a standard incident form to be filled out for any serious incidents relating to behaviour. All staff should have copies of blank form in the classroom.

All forms should be passed to the Head teacher. All completed forms will be kept in the Head teacher's office.

Stage 4 of the consequences refers to additional consequences that may be sanctioned by the Head teacher these may include –

- Missing playtime(s)
- Informal discussion between class teacher and or Head teacher & parent/carer
- Letter sent home
- Further warning
- Parents invited in
- Internal exclusion (moved to another class for a fixed period)
- Supervised isolation during playtime and lunchtime
- Child placed on report
- Fixed-term exclusion
- Permanent exclusion

### **Training**

Staff will have access to training when and where appropriate. Staff can always request advice, support and training directly from the Head teacher. Statutory training such as Restrictive Physical Intervention (RPI) will be provided through accredited trainers.

RPI will only be used following a comprehensive review and risk assessment process involving staff, parents and behaviour professionals. Unless staff have been part of this process and there is a plan in place for pupil(s) they should never use RPI as doing so would place them in a vulnerable position.

### **Links to legislation/policy/documents**


We are aware, as a school, of the DFES Primary Behaviour Strategy and will use materials from the LA.

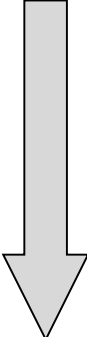
Our policy will have clear links to child protection, SEN, Anti-bullying, Equality and Diversity, and Teaching and Learning policies. It will also be linked to the Playtime and Lunchtime Handbook, the Staff Handbook and the Home/School Agreement. We will ensure that an effective anti-bullying policy is in place and is implemented.

**Learning behaviours, behaving to learn.**

- I take responsibility for my learning, enjoy challenges and take pride in my work.
- I listen so that I can ask questions and answer thoughtfully.
  - I am kind, polite and show respect to everyone.
- I look after and respect all property and equipment.

*These principles apply at all times, in all places and with all people.*

	5. Consistently excellent standards of behaviour will be noted and passed to the Headteacher who will send a message to the pupil and their parents.
	4. Significant effort or improvement recognised with star of the week award presented in sharing assembly.
	3. Recognition from class teacher via ' Marvellous ME' message home.
	2. Verbal encouragement from an adult in another class.
	1. Verbal encouragement from an adult in my class.

	1. Verbal reminder from an adult.
	2. Second reminder. Recorded. (R1 on behaviour log).
	3. Third reminder. Recorded (R2 on behaviour log). Moved within class or miss part of the current playtime.
	4. Fourth reminder. Recorded (R3 on behaviour log). You will be moved to another class for the remainder of the lesson or sit out of the remainder of the playtime and miss part or all of a future playtime(s).
	5. If a serious incident occurs the Headteacher and your parents will be contacted. They will decide on the appropriate consequences. (R4 on behaviour log).

Where needed each individual principle/rule can be broken down with examples using the format below.

## **Federation of Follifoot & Spofforth CE Primary Schools**

*Learning behaviours, behaving to learn.*

**I am kind, polite and  
show respect to  
everyone.**

*This looks like*

- Saying 'excuse me' before speaking.
- Knocking on closed doors and waiting for a response.
- Saying 'please' and 'thank you' when asking for something.
- Holding the door for the person behind you.
- Listen to adults without interrupting.
- Giving your view calmly and politely.
- Following instructions the first time of asking.



Playground & Hall Slips

<b>Playtime / Lunchtime Behaviour Slip</b> To be completed by supervising adult and handed to the child's class teacher at the end of playtime or lunchtime.  Date _____			
Name of pupil -		Class -	
<i>Incident Record</i>			
<b>R1</b> Second reminder given.	<b>R2</b> Third reminder given – sit out of part of playtime (typically 5 – 10 mins)	<b>R3</b> Fourth reminder – sit out of rest of playtime and miss part or all of next playtime.	<b>R4</b> Serious Incident. Sent directly to class teacher. Incident form completed.
Completed by _____			

<b>Playtime / Lunchtime Behaviour Slip</b> To be completed by supervising adult and handed to the child's class teacher at the end of playtime or lunchtime.  Date _____			
Name of pupil -		Class -	
<i>Incident Record</i>			
<b>R1</b> Second reminder given.	<b>R2</b> Third reminder given – sit out of part of playtime (typically 5 – 10 mins)	<b>R3</b> Fourth reminder – sit out of rest of playtime and miss part or all of next playtime.	<b>R4</b> Serious Incident. Sent directly to class teacher. Incident form completed.
Completed by _____			