

Fishburn Primary School



Fishburn Primary School Behaviour Policy

Written: September 2022
Review: September 2023
Approved by: Governing Body

Fishburn Primary School

Behaviour Policy

At Fishburn Primary School, we believe that appropriate behaviour is necessary for effective teaching and learning to take place and in order to achieve this we have high expectations of our pupils' behaviour.

The achievement of such standards will involve praise and rewards, sound relationships between school staff and pupils, and stimulating and effective teaching and learning. It will also involve, in some circumstances, the application of sanctions and consequences.

The aim of our School Behaviour Policy is to create a school ethos which is fair and consistent and which establishes a safe, orderly, positive and happy environment in which our children should flourish.

We aim:

1. To provide the incentive for children to make the positive decision, to choose appropriate behaviour, by a system of rewards.
2. To place the main emphasis on, the positive reinforcement of good attitudes and performance.
3. To enable parents and teachers to work together to influence the behaviour of the children.

Clear expectations for our pupils are co-operatively agreed and pursued to ensure high standards of behaviour and work.

A system of rules, rewards and consequences appropriate to the age of the children has been developed by staff and children. The relevant system is displayed in each classroom.

School Values:

- We are gentle – we don't hurt others
- We are kind and helpful – we don't hurt anybody's feelings
- We listen – we don't interrupt
- We are honest – we don't cover up the truth
- We work hard – we don't waste our or others' time
- We look after property – we don't waste or damage things

Rewards:

- Praise
- Stickers
- Class Dojo points
- Weekly certificates in celebration assembly promoting efforts for high attendance, effort with reading, writing and Maths also resilience in other areas of the curriculum – Star Award
- Attendance reward each week, OTIS (On Time, In School bear) and additional free time on a Friday afternoon.
- Half termly Top Secret assembly to share excellent attitudes to learning over the half term period.

Class Dojo

Class Dojo is used by all teachers and children from Nursery to Year 6. It is a digital classroom management tool designed to help teachers improve children's behaviour and communicate more effectively with parents. Each child gets an avatar, and teachers create goals or behaviours to track, such as returning in homework, participating in class, or staying on task. Fishburn teachers use an iPad or laptop to give points throughout the school day. Each child's points are displayed via the classroom interactive whiteboard, and teachers can generate reports to send home to parents.

Class Dojo improves home school communication as all points given are communicated via the Class Dojo app which parents can download free of charge. By offering a quick, easy way for teachers to note behaviours as they happen, Class Dojo allows teachers to gather more information about individual children and give them feedback instantaneously.

Consequences:

All classrooms have a traffic light display to promote good behaviour.

At the start of each lesson, the children's names are all placed on the green traffic light. If children behave in an inappropriate way, they will first be reminded verbally.

If children continue behaving in an inappropriate way, their name will be moved onto the yellow circle. If the inappropriate behaviour continues, their name will be moved onto red.

For each red given, children will miss 5 minutes of free time at their next available playtime. This will be supervised by the member of staff who is on 'reflection' duty.

The same system is to be used by all staff, any children who need to receive a red card at lunchtime should be taken to a member of the SLT so that appropriate sanctions can be actioned.

Responses to negative behaviour

Most children behave in a consistently acceptable manner but every community needs procedures to deal with situations where this is not the case. Inappropriate behaviour will not be tolerated. If a pupil's behaviour / attitude are unacceptable, sanctions will be used. Staff take great care to sanction pupils appropriately to help them learn from a mistake or poor decision so when they are in similar circumstances in the future they are better able to make good decisions. Where appropriate staff use restorative techniques and procedures aiming to enable positive relationships to be re-established.

All staff have a shared understanding of what is identified and dealt with as 'Inappropriate Behaviours'. At Fishburn any behaviours which negatively impact upon the learning and/or enjoyment and safety of others is deemed as inappropriate behaviour.

Expectations of Staff

In the Classroom.

Create a positive, supportive and secure environment. Well-prepared lessons generate good behaviour and earn respect. We should:

- Be visible! Always be in the classroom or corridor to greet the children.
- Start lessons promptly.
- Do not give children time to become bored while you carry out admin tasks
- Keep everyone challenged and interested.
- Keep an attractive, clean and tidy room.
- Maintain a positive and stimulating classroom with interesting displays.

Break time at least 2 staff will be on duty, more if individual children have a personal risk assessment.

- Consistently use whole-school behaviour rewards and sanctions.
- Ring the bell to stop children. KS2 children should line up.
- Accompany children into the school and ensure an orderly atmosphere.
- An adult must be the last person to enter the building to ensure all children are accounted for and the door is secure.

Around the School.

- One member of staff to stand at the gates from 8:45am (HT) or teacher from Key Stage area.
- Every member of staff will accompany their class on to the yard after school for collection.
- Relate to pupils: smile and greet all learners.
- Set high standards of speech, manner and dress.
- Remove, repair or report all damage.
- Walk with children to assembly and the lunch hall
- Be visible and insist on high standards.

Maintaining Discipline.

- Insist on high standards of work and behaviour.
- Apply rules uniformly and be consistent.
- Work to the agreed procedures and make accurate records of incidents- it is a statutory duty. The system used in school is CPOMS. High level incidences should be reported immediately by alerting a member of the SLT. All incidents involving a 'red card' must be recorded on the system by the end of the working day. If lunchtime supervisors issue a red card it will be necessary for whichever member of staff who it is passed onto to record it on CPOMS.
- Follow up problems to their conclusion a record what action is to be taken.

Equality and inclusion

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Unacceptable Language

Where a child causes offence by using unacceptable language targeted at another child or adult, their parent/carer will be informed by the class teacher and the incident recorded on CPOMS. The exact choice of language used will be quoted in the CPOMS entry and reported to the parent/carer. If the unacceptable language is racially offensive or discriminatory it will be reported through the school reporting procedure for incidents regarding discrimination.

Cause for concern

If a child is displaying poor behaviour choices in class or around school the following procedure will take place:-

1. Class teacher to use PHSE to discuss behaviour generally, raising the issue with the child without embarrassing them.
2. Class teacher to inform Deputy Headteacher. Class teacher to continue to monitor for a short period, observe and note behaviours on CPOMS. Class teacher to contact and inform parents. A meeting between class teacher and parents to discuss concerns may take place. Home /school books may be introduced.
4. If a child is continually displaying poor behaviour choices but has not yet been registered as having behaviour highlighted as a SEN issue, Class Teacher to inform SENCo.
5. Class teacher, and SENCo to set up Individual Behaviour Plan for individual child showing proven/preferred methods of supporting the child, helping de-escalate situations and a positive member of staff who can be called upon to support, if required. Pupil voice will always be taken into account on such plans.

Graduated Response to sanctions

Stage 1 Verbal warning to pupil

Stage 2 Second Verbal warning to pupil – yellow traffic light.

Stage 3 Third verbal warning to pupil - red traffic light issued, time out at next available break.

Stage 4 Time in another class if pupil is not responsive to traffic light system.

Stage 5 Meeting with parents

Stage 6 Exclusion from school - Fixed term or permanent

Stages 1, 2, 3 and 4 may be omitted depending on the severity of the inappropriate behaviour, eg continuing to refuse to follow instructions, physical violence, threatening adults, fighting, leaving the premises without permission, continual blatant defiance

Exclusions – Fixed Term Exclusion

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Head teachers in using exclusion as a sanction where it is warranted’.

(DfE Exclusion from maintained schools, Academies and pupil referral units in England 2012)

Listed below are some examples of behaviour/types of incidents that may lead to an exclusion.

Persistent examples of these behaviours may lead to permanent exclusion:

- Verbal abuse to staff, other adults or pupils
- Deliberate damage to property
- Bullying, including homophobic or racist bullying
- Theft
- Persistent defiance or disruption
- Assaults or fighting with other pupils
- Offences relating to the misuse of technology which is detrimental to staff/pupils/the school
- Behaviour which calls into question the good name and reputation of the school
- Endangering the safety of others.
- Sexual misconduct
- Possession of drugs/alcohol related offences

In the absence of the Headteacher, the Deputy Headteacher will authorise fixed term exclusions. Following a fixed term exclusion the parent and child will be requested to attend a reintegration meeting with the Headteacher.

Permanent Exclusions

The Headteacher’s decision to exclude a pupil permanently should only be taken:

- In response to a serious breach of conduct
 - In response to persistent breaches of the school behaviour policy
 - Where allowing the student to remain in school would seriously harm the education or welfare of other students/staff in the school
- The following list of examples is again not exhaustive, but demonstrates the severity of such offences and that such behaviour can affect the safety, well-being and discipline of all within the school community.

Parental involvement

A Home/School Behaviour Agreement is issued to the parents of prospective entrants to our school. Each parent is invited to sign a declaration that they agree to support this policy.

Parents are informed at an early stage, and their help and co-operation sought if a child begins to display regular inappropriate behaviour. Parents will also be informed and may be asked to meet with the class teacher or Headteacher if a serious incident occurs.

Children should be able to come to school confident that their rights will be respected and also be prepared to respect the rights of others.

The rules within school exist to ensure this mutual respect and to prevent injury to people, damage to school premises and personal property.

Further support

Where a child persistently fails to reach this standard and does not respond to the normal school system of rewards and sanctions the co-operation of parents will be sought and behaviour plans, to be reviewed at regular intervals, will be drawn up.

If a serious incident occurs, staff will complete an incident record in CPOMS to record what has happened and how the matter has been dealt with. CPOMS can create a behaviour chronology to log any incidents involving a child.

If the problems continue, a referral will be made to the appropriate outside agencies.

Where a child's inappropriate behaviour escalates and is of sufficient severity further disciplinary procedures such as exclusions – fixed term or permanent – may be invoked.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and the governing body every year. At each review, the policy will be approved by the Headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body every year.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Restrictive physical intervention
- Anti-bullying policy

Adopted February 2020

Shared with staff 18th March 2020

Ratified by Governors 10th March 2020 and reviewed in September 2021 and September 2022