



## Behaviour Policy

### Rationale:

At Follifoot CE Primary School we want our behaviour policy to ensure that our children should grow into caring, self-disciplined and independent learners who acquire skills and knowledge through the development of positive self-esteem. We want them to act upon a personal set of well-founded values, beliefs and attitudes with an increasing sense of personal responsibility towards, and as members of, the community.

### Aims:

#### We aim to:

- have a consistent approach to behaviour throughout the school by providing clear principles, boundaries and teaching appropriate learning behaviours.
- 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, co-operative way towards others.
- make all appropriate reasonable adjustments to behaviour strategies for pupils with specific needs, (linked to other policies).

### How we will achieve 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 in the form of a simple yet powerful set of expectations are displayed round school. The 'encouraging' and 'reminding' chart is also prominently displayed in all classrooms and also in key areas around school. This will be explained to all children at the start of the academic year and re-visited as and when necessary throughout the year.

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 record will be kept. 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.

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 3.30pm. Staff will go into the playground with their class to ensure parent/carers are there to collect their children. 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 lunchtime the midday supervisors are responsible for the children and their well-being. 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. At collective worship time they enter the hall calmly, listen carefully and take time to think.

Roles:

Governors are responsible for:-

- Supporting a school, which provides a calm, safe, purposeful and happy atmosphere, where everyone feels safe and secure.
- Ensuring that the school has 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.
- Acting as good role models.
- Managing challenging behaviour in accordance with the school policy.
- Keeping parents informed of behaviour issues as they arise.

Parents/Carers are responsible for:-

- Model high standards of courtesy and respect in all their dealings with staff, governors and other parents.
- 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.

#### De-escalation of Incidents

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 and fighting.

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 is appropriate:

- We will make sure that all children are safe including any children directly involved.
- 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 that is proportional to the behavior.
- We will inform parents of the incident.

#### Restrictive Physical Intervention (RPI) to Care for Pupils

In order to fulfil our duty of care to all pupils, prevent harm and maintain a safe /secure learning environment, as a last resort, we may, on a very small number of occasions, need to physically care for (restrain) a pupil for his /her own safety.

RPI would only be used in situations where incidents are foreseeable and school has planned interventions which are agreed and supported by parents /carers; and are monitored through care or individual pupil plans.

It would not be used in emergency situations which cannot reasonably be planned for in advance.

#### 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 actively listen so that I can ask questions and answer thoughtfully.
- I will look after and respect all property and equipment.
- I work and play well with others and know I can learn from them.

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

#### Rewards

At Follifoot 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 CE Primary School there are a set of actions which staff will follow in order to encourage and promote effective learning behaviours and growth mindsets. All members of staff use these throughout the school.

These systems are clearly set out in this policy and all children attending Follifoot CE Primary School have a clear understanding of them. Please see the attached rewards and sanctions document.

## Consequences

In the event of unacceptable behaviour we recognise that consistency of approach is required. Children need to be reminded of the expectations without this process distracting from teaching and learning. In the first instance children will be given a verbal reminder following this, their name would be recorded sensitively without causing undue embarrassment or humiliation while also recognising they have failed to respond to a recent reminder from an adult. Names will be removed at the end of the day ½ day or individual sessions – which is deemed most appropriate by the class teacher. Any names still recorded at the end of the day will be recorded on a record sheet.

Record sheets will be passed to the Head teacher at the end of each half term or sooner if there are particular concerning patterns. 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
- Child placed on report
- Fixed-term exclusion
- Permanent exclusion

## Recording behaviour incidents (severe behaviour)

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

## Training

Staff will have access to training when and where appropriate.

## 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 Staff Handbook.