

FRAMWELLGATE MOOR
PRIMARY SCHOOL

Whole School Behaviour Policy



September 2021: This policy must be read in conjunction with the updated Covid19 Government Guidance and Local Authority Guidance. Official guidance received about Health and Safety and classroom requirements supersedes the information below for the duration of this pandemic.

<https://www.gov.uk/coronavirus/education-and-childcare>

1 Introduction

1.1

At Framwellgate Moor Primary School, we aim to provide a school environment that is safe and stimulating for all of the children in our care. We want every member of our school community to feel valued and respected and we ensure that every person is treated fairly and equally. We ensure that everyone in our school feels safe and we build honest, trusting relationships with each other. In order to achieve a caring community, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all. This policy is designed to support the way in which all members of our school community can live and work together in a supportive way. It aims to promote an environment where everybody feels happy, safe and secure.

1.2

Our FMPS values underpin everything we do and they are reflected in our aims to:

- create and maintain a safe, caring, supportive and stimulating school family, which is fully inclusive and non-discriminatory and where each child is able to enjoy their childhood.
- encourage pupils to develop an awareness of moral values and an empathetic and positive attitude towards all members of the school and the wider community.
- encourage high aspirations and self-worth by motivating, nurturing and valuing every individual, to prepare pupils for life's opportunities and challenges.
- celebrate everyone's individuality and their strengths and efforts, no matter how small.
- provide a broad, balanced and relevant curriculum which: ensures continuity and progression; is accessible to all pupils and appropriate to their individual needs; in accordance with the demands of the National Curriculum and with the emphasis on English and Maths.
- offer wide-ranging, high quality experiences that stimulate children's minds and help them to be the best they can be.
- be aware of the range of abilities and experiences of all pupils and meet their individual needs, including any special educational needs, disabilities, English as an additional language needs and special gifts and talents.
- assess, record and track the progress of all individual children and use the information to guide their future progress, involving pupils, teachers, parents/carers in their further development and ensuring that each child is set demanding, but achievable objectives.
- provide opportunities for children to develop their communication, social and problem-solving skills, in order to develop independence and self-esteem.
- encourage pupils to be independent, by taking responsibility for their own learning.
- encourage respect for others, good manners and positive behaviour and be aware of the effect they have on other people.
- provide opportunities for children to develop their personal talents and interests within the wider school curriculum, by celebrating that there is something wonderful and unique in every person.
- We aim to promote pupils' moral, social and cultural development, which includes the Government's traditional British Values of democracy; the rule of law; individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

- ensure that all staff receive the support and training necessary to attain their full potential and to meet the development needs of the school.
- place our school at the heart of the community, sharing, supporting and learning together with everyone as equals.
- value the opportunities we have to contribute to our community and the wider world.
- encourage the development of partnerships and professional links between our school and: parents/carers; governors; secondary and other local schools; all support services and the wider community, to develop the whole child and prepare them for life.

1.3

The school rewards good behaviour, as it believes that this will develop the ethos of kindness and cooperation. This policy is designed to promote good behaviour and develop positive social skills, rather than mere deter anti-social behaviour.

1.4 Rewards and sanctions

We praise children for good behaviour in a variety of ways:

- all staff congratulate children.
- all staff give children house points from Reception onwards.
- each 'Star of the Week' receives sports equipment of their choice.
- star of the week will receive a certificate and a teddy bear to go home for each key working group each week.
- HT & DHT distribute merit stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- lucky dip / class certificates and stationary shop vouchers for the school shop.
- individual teachers have a variety of incentives and approaches to recognise pupils' efforts and progress.
- all classes have an opportunity to be involved in Celebration Assembly every week, where they are able to show examples of their best work from class.

1.5

The school acknowledges all the efforts and achievements of children, both in and out of school, including recognition of out of school activities e.g. music or swimming certificates. (Weekly celebration assemblies.)

2 Aims

2.1

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well.

We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure, in order to achieve their full potential. The school has a charter devised by pupils and staff, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It is also to ensure that everyone in our school community is safe and secure.

To promote a sense of community and a shared ethos and purpose in school.

The school has a number of rules which define our code of conduct, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

To promote courtesy, respect, and tolerance of difference throughout school.

Our school expects every member of the school community to behave in a considerate way towards others.

To ensure rules, rewards and consequences are used in a fair and consistent manner. We treat all children fairly and apply this behaviour policy in a consistent way.

- To implement procedures which reduce the likelihood of disruptive behaviour including bullying. This policy aims to help children grow in a safe and secure environment.
- To encourage pupils to recognise that they have responsibility for their own actions, in order to become positive, responsible and increasingly independent members of the school community.
- To promote an emphasis on positive encouragement of appropriate behaviour. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation and engender positive social skills.
- To enable everyone in school to achieve success and thereby promote the development of self-esteem and mutual respect.
- To work in partnership with parents/carers in order to maintain positive behaviour

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We foster a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment. We teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property). The school expects every member of the school community to behave in a considerate way towards others. We also expect anyone visiting our school to conduct themselves according to the rules and high expectations we have for school staff and pupils.

We treat all children fairly and apply this behaviour policy in a consistent way. Through this policy, we reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour. We aim to resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Each classroom has a behaviour display consistent with our policy, rewards and sanctions. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

2.2

The inclusion policy will be followed to ensure that all children are treated in a fair and just way, whatever their race, sex, religion, intellect or physical capacity, social or cultural background. This means that:

- every member of the school community is considered of equal importance and value and treated accordingly.
- every member of the school community should expect to be treated with courtesy and respect, irrespective of differences and should expect to behave this way to all other members of the community.
- every member of the school community should be fully included in every aspect of school life unless, exceptionally, this is contrary to their best interests.
- where full and meaningful inclusion is hard to achieve, creative solutions should be sought to overcome obstacles.
- everyone is actively encouraged to reflect on issues of inclusion, so that inclusive practice becomes automatic and embedded.

3. Core Principles

3.1

At lunchtime, supervision is provided by members of our non-teaching staff who are employed as Lunchtime Supervisory Assistants over the lunchtime period. All members of lunchtime staff are provided with training on a regular basis. All members of lunchtime staff are expected to maintain order, usually by reminding children of the standard of behaviour expected.

3.2

Occasionally, mistakes are made and behaviour is not as we would expect. Where this happens, staff follow an agreed set of steps to ensure consistency throughout school.

Behaviour is initially dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child. Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences.

Normal sanctions include an oral warning and reminder of expected behaviour, loss of free time (such as break times), time out, moving into another classroom, or loss of a responsibility.

If the unacceptable behaviour is persistent or recurring, the SLT become involved. The behaviour is discussed with the child and parents/carers become involved. When behaviour becomes problematic, additional steps are implemented. Children might then be placed on a daily or weekly report system, with parents/carers' support, to monitor their behaviour and adaptations may be introduced in order to address problematic parts of the school day, e.g. alternative provision at playtimes or lunchtimes as appropriate.

3.3

Severe behavioural issues are very rare at FMPS, however when this behaviour does occur, it is the duty of the Head teacher (or another member of SLT in the Head Teacher's absence) to deal with it promptly, particularly if the problem persists.

Major breaches of discipline such as physical assault, deliberate damage to property, stealing, verbal abuse, refusal to work, racist or prejudiced-related behaviour and disruptive behaviour in class is dealt with by the Head Teacher in line with the agreed actions:

- An oral warning by the Head Teacher concerning future conduct.
- Withdrawal from the classroom and/or playground for the rest of the day (internal exclusion).
- A meeting with parents/carers informing them of their child's unacceptable behaviour. A behaviour Strategy Plan may be implemented at this point to address the behaviours demonstrated.

3.4

Where outside agency involvement is required, the SENCO, in collaboration with the Head Teacher, will contact the relevant agencies and appropriate referrals will be made. Parental permission will be obtained in order to make these referrals. Once approved, Behaviour Support can provide Crisis Intervention or EWEL support as appropriate to support the child to develop strategies to address their behaviour. Parents/carers will be fully informed throughout this process and they will be invited to attend meetings as appropriate.

3.5

If the problem is severe or recurring, exclusion procedures may be implemented.

Where this is necessary, the Head Teacher (or another member of SLT in the Head Teacher's absence) will follow Local Authority Guidance.

During fixed term exclusions, parents/carers will be issued with a formal letter outlining the current, legal County guidelines and children will be provided with appropriate work to complete. Parents/carers and the child must then

attend a re-integration meeting with the Head Teacher (or another member of SLT in the Head Teacher's absence) following the fixed term exclusion.

Where severe behavioural issues occur, the Governing Body may seek permanent exclusion. This will be done in line with Local Authority Guidance and the legal steps will be followed by the school.

Parents/carers have the right of appeal to the Governing Body against any decision to exclude their child.

NB: Failure to improve at any stage leads automatically to the next stage; each stage is recorded by the school. A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

3.8 Strategies for individual pupils with special needs

Where children have additional special educational needs, modifications can be made to the steps outlined in this policy. This can include the use of visual signals to support older children and identified "time out" areas and nominated adults for children with anger and emotional difficulties. Where behaviour becomes particularly problematic, behaviour and social targets can be set. These targets should be shared with and understood by the child, parent/carer and other members of staff. All targets need to be SMART, specific and achievable by the child within an agreed time period. Discussions should take place with the SENCO where behavioural intervention is needed.

4. Roles

4.1 The role of the class teacher

It is the responsibility of class teachers to ensure that the school charter is enforced in their classes, and that their classes behave in a responsible manner during lesson time.

- The class teachers in our school have high expectations of all children with regard to behaviour and they strive to ensure that all children work and behave to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom charter consistently. Teachers treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner following the agreed steps. However, if misbehaviour continues, the class teacher seeks help and advice from a member of the SLT.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child.

4.2 The role of the Head teacher

- 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 Head Teacher to ensure the health, safety and welfare of all children in the school.
- The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. These actions are taken following all guidance provided by the Local Authority in extreme cases only after the school Governors have been notified.

4.3 The role of parents/carers

- The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules as part of our admission procedures, and we expect parents/carers to read them and support them.
- We expect parents/carers to support their child's learning and to cooperate with the school. We try to build a supportive dialogue between the home and the school and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour. This may take place verbally.
- If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern is not resolved, parents/carers should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. Our complaints procedure is available on our school website.

4.4 The role of governors

- The governing body has the responsibility of reviewing the effectiveness of these general guidelines on standards of discipline and behaviour. The governors support the Head Teacher in adhering to these guidelines.
- The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

5. Physical Intervention

5.1

All members of staff have a duty of care towards all children in school. It is our primary role to keep all children safe in school. If a child attacks another child or adult violently and refuses to calm down, or if they put themselves or another person in danger, then physical restraint is necessary. All staff have a legal obligation to use physical restraint if they feel that a child or adult in school is in danger of harm. All staff have been trained in de-escalation techniques to prevent these incidents from occurring, however, we also have staff who are trained in Team Teach techniques which may be required when extreme behaviour is demonstrated.

If staff feel that physical restraint is needed, they will seek additional support from another member of staff as a matter of urgency. They will also aim to remove other children from the situation as quickly and as safely as possible. The Head Teacher and SLT will be informed as soon as a problem is identified and parents/carers will be contacted and informed of the situation.

6. Formal Recording

All significant behavioural incidents are recorded and are stored on a central behaviour chronology which is updated by the Positive Futures Worker. These are then evaluated by the SLT.

Any racist or prejudiced behavioural incidents are recorded and are formally reported to the Local Authority following the guidelines provided.

7. Additional Guidance

7.1 Cyber-bullying in Schools

Cyber-bullying at any age is likely to cause both distress and trauma, therefore, at FMPS:

- Pupils are not allowed to bring mobile phones to school or use another persons' mobile phone either during or after the school day (e.g. clubs). Where parents/carers request that mobile phones are brought into school (e.g. when children in UKS2 walk home alone), these are handed into the school office (switched off) and are kept in the safe until they are collected by the child at the end of the school day.

- It is strongly advised that members of staff do not give out their personal contact details to pupils or parents/carers, including those no longer connected to the school. All necessary communications must be made through school systems.
- As part of the Computing and PSHE curriculum, pupils will be taught about aspects of the inappropriate use of ICT including mobile phones, social websites and e-mailing and the possible consequences of such bullying. This includes work during termly E-safety afternoons.
- Outside agencies are involved to provide age-appropriate information to children and printed information is sent home to parents/carers throughout the year.

Though infrequent at FMPS, all incidents of cyber bullying will be formally recorded.

7.2 Racist Bullying

Britain is a multi-cultural and multi-faith country and everyone has the right to have their culture and religion respected by others, therefore at FMPS:

- Pupils will be taught that no one has the right to call another person names or to treat them badly because of their colour, race or religion. To this end learning about equality, diversity, prejudice and racism is planned throughout the curriculum.
- It is illegal and can be stopped; to this end all known incidents are recorded, the perpetrator and the victim spoken with and parents/carers informed of what action has been taken. They are given an opportunity to speak with the Head teacher should they wish to do so. All racist incidents are recorded and a copy is sent into DCC's Children and Young People's Services at County Hall.
- A report on racist incidents is made on an annual basis to the Governing Body of the school.
- All staff behave towards each other and to pupils in a way which demonstrates their commitment to equality and diversity, inclusion and emotional intelligence.
- Opportunities are given to pupils to meet and talk with people from a range of cultural and ethnic backgrounds through our wider curriculum.
- Parents/carers are made aware through newsletters and direct contact, of school policy and procedures regarding racist incidents and the promotion of racial equality.
- Pupils are reassured that reporting an incident will not make matters worse.
- All staff know they should refer any complaints of racism to the Head teacher immediately.
- The highest level of accuracy in the identification of pupil ethnicity is sought in the completion of the Census return.

7.3 Homophobic Bullying

Derogatory name calling of any sort including remarks and gossip saying that another person is gay, whether they are or not, should not be tolerated, therefore, at FMPS, all pupils are taught to value everyone through role modelling by all adults working at the school and through PSHE lessons looking at how to tackle prejudice and discrimination.

As with any incident of bullying, pupils are taught as a normal part of their school that they should 'Tell, tell, tell,' and that action will be taken to educate the bully and eliminate the bullying.

We strive to listen to pupils and put into practice methods that have proved most effective in order to support both the victim and the perpetrator and enhance school provision where possible and appropriate.

8. Monitoring and review

The Head Teacher and SLT monitor the effectiveness of this policy on a regular basis. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Head Teacher keeps a record of any child who requires a fixed term exclusion or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date of Implementation: September 2021

Date of Review: September 2022

Signed SENCO: *R. Loughlen*

Signed Head Teacher: *B. Smith*

Signed Chair of Governors: *P. Nelson*