



# Preesall Fleetwood's Charity CE School Behaviour Policy

## Our School Vision Statement

*'You are the light of the world. A school built on a hill cannot be hidden.'*  
*Matthew 5:14 (adapted)*

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning. Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

# Behaviour Policy

## **Introduction**

Preesall Fleetwood's Charity School has a distinctive Christian ethos and our core Christian values shine through everything we do. We encourage the highest standards of behaviour through developing positive relationships, having clear behaviour expectations, raising morale and self-esteem and by operating a system of praise and reward.

We recognise that the implementation of our Behaviour Policy requires the active involvement and cooperation of each member of our school family: pupils, parents and carers, governors, teachers, non-teaching and welfare staff.

## **At Preesall Fleetwood's Charity we aim to:**

- Provide a safe, nurturing and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments

## **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

## **All staff must:**

- Take time to welcome children at the start of the day
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to 'Be Kind, Be Respectful and Be Brave'

## **The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

## **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

## **Children want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

# Behaviour for Learning

## **Preesall Fleetwood's Charity School principles: 'Be Kind, Be Respectful and Be Brave'**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes' which we have adapted to match our core Christian values. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

The school has 3 simple rules '**Be Kind, Be Respectful and Be Brave**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

In such cases, staff will:

- Ensure a suitable plan is in place identifying the key needs/triggers/strategies
- Review the plan on a regular basis
- Make sure the child has access to the strategy card and resources in class
- Make sure a specific 'time-out' area identified
- Use positive praise to recognise all good behaviour
- Intervene promptly when the child appears to be emotionally dysregulating
- Use the identified strategies/agreed language
- Record the behaviour incident, if necessary, on CPOMS
- Talk to the child to rebuild and restore when they are calm and in control

Our Rules	Visible Consistencies	Positive Behaviour Rewards
<ol style="list-style-type: none"> <li>1. Be Kind</li> <li>2. Be Respectful</li> <li>3. Be Brave</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily meet and greet</li> <li>2. Persistently catching children doing the right thing</li> <li>3. Picking up on children who are failing to meet expectations</li> <li>4. Accompanying children to the playground at the end of every day</li> <li>5. Praising in public (PIP), Reminding in private (RIP)</li> <li>6. Consistent language</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognition board in class</li> <li>2. Class Dojo points</li> <li>3. Certificates in Celebration Assembly</li> <li>4. Stickers</li> <li>5. Phone call/text home</li> <li>6. Verbal praise</li> <li>7. Notes home</li> <li>8. Work displayed on WOW wall</li> <li>9. Class Rewards/Golden Time</li> <li>10. Show work to another adult</li> <li>11. Show work to HT</li> <li>12. HT award</li> </ol>

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message Before this the teacher will have used a verbal or non-verbal signal (thinking time card) to bring the pupil back on task.	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)            This is a REMINDER that we need to be (Kind, Respectful, Brave)            You now have the chance to make a better choice            Thank you for listening</p> <p><b>Example - 'I notice that you're shouting out. You are breaking our school rule of being respectful. Please put up your hand. Thank you for listening.'</b></p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)            This is the second time I have spoken to you.            You need to speak to me for two minutes after the lesson.            If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table / go to the quiet table etc ..... ) (learner's name),            Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being respectful. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
3. TIME OUT	<p>I noticed you chose to ..... (noticed behaviour)            You need to.....(Go to quiet area / Go to another table etc)            Playground: You need to .....(Stand by other staff member/ me / Sit on the bench/ stand by the wall etc)            I will speak to you in two minutes</p> <p><b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b></p> <p><b>*DO NOT describe child's behaviour to other adult in front of the child*</b></p>
4. FOLLOW UP - REPAIR & RESTORE	<ol style="list-style-type: none"> <li>1. What happened? (Neutral, dispassionate language.)</li> <li>2. What were you feeling at the time?</li> <li>3. What have you felt since?</li> <li>4. How did this make people feel?</li> <li>5. Who has been affected? What should we do to put things right? How can we do things differently?</li> </ol>
<p><b>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</b></p>	

## Sanctions:

### **Sanctions *should***

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

### **Sanctions need to be in proportion to the action**

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.


### **Adult Strategies to Develop Excellent Behaviour**

IDENITIFY the behaviour we expect  
Explicitly TEACH behaviour  
MODEL the behaviour we expect  
PRACTISE behaviour  
NOTICE excellent behaviour  
CREATE conditions for excellent behaviour

### **Language around Behaviour**

At Preesall Fleetwood's Charity School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged in the class file at the staff member's discretion.

### **BEHAVIOUR PATHWAY**



Thinking time card – non-verbal  
Reminder  
Warning  
Time Out

Follow up/Reparative Conversation

*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:*

Sent to SLT/DHT/HT

Parents phoned

Parents called to school

Isolation

Exclusion



### **Extreme Behaviours**

Extreme behaviour is defined as verbal or physical abuse including threatening behaviour and swearing.

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child.

These children will have bespoke 'Behaviour Plans' that can be found in *Appendix A*.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

This will only be used as last resort and by trained staff only. *Appendix B*.

Trained staff are:

No staff currently trained.

The school will record all serious behaviour incidents on CPOMS.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a period of time in isolation with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### **Physical Attacks on Adults**

At Preesall Fleetwood's Charity School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our *Physical Intervention and Use of Reasonable Force Policy* and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report incidents directly to the Headteacher or SENCO and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Permanent Exclusion or Out Of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Application**

This Behaviour Policy is for all of our school family. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

Agreed : May 2021

Approved by Governors:

Reviewed: May 2022



## Appendix A - POSITIVE HANDLING PLAN

Child's Name:	Date of Plan:	Review Date:	
What does the behaviour look like?			
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours	
What are common triggers?			
De-escalation skills			
Skill	try	avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour/Distracton			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			
Diversion and distractions			



**Any medical conditions to be taken into account before using Physical interventions?**

**De-escalation skills**

Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
<b>Other</b>			

**Who has been informed/Where has the incident been recorded?**

**Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a SERIOUS INCIDENT REPORT has been completed.**

Teacher:	
Parent/Carer:	
Student:	
Educational Psychologist:	
Social Service (if applicable):	
Headteacher:	

## Appendix B - PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

### Key Points

#### 1. Definitions

**Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to

Prevent pupils from hurting themselves or others, damaging property, or causing disorder

**'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent

violence or injury

**'Reasonable in the circumstances'** means using no more force than is needed

**'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm

out of a classroom

**'Restraint'** means to hold back physically or to bring a pupil under control

#### 2. The Legal Position

##### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying children on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil however should always ask these questions: is it reasonable? Is it necessary? Is it proportionate for the circumstances?

#### 3. When can physical force be used?

##### **Schools can use reasonable force to:**

- Remove disruptive pupils if they have refused to follow repeated instructions to leave a room or situation
- Stop a pupil:
  - ☐ who disrupts a school event, trip or visit
  - ☐ leaving the classroom where this would risk their safety or disrupt others
  - ☐ from attacking someone
- Restrain a pupil at risk of harming themselves through physical outbursts

**Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents on INTEGRIS and any restraints using a Serious Incident Report (SIR form) in the green behaviour log, which is locked in the filing cabinet in the HT office.