

FLOWERY FIELD PRIMARY SCHOOL

Behaviour Policy – Jan 2022

Review – July 2022

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught, and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

Aims:

To offer a happy, well-organised, positive and stimulating environment where children will work purposefully, where effective learning can take place and where children demonstrate good social and learning behaviours.

We aim for the children to develop the following qualities so they can experience success:

- Positive self-esteem.
- Care for others, co-operation and collaboration.
- Self-motivation and resilience, leading to independence.
- Respect for oneself, others and property.

Purpose:

- To ensure a common policy concerning behaviour that will generate positive consistent approaches amongst staff.
- To examine and reaffirm the importance of PSHE/citizenship and other areas of the curriculum as a vehicle for positive behaviour.
- To ensure regular and consistent use of the expectations throughout each Academy.
- To develop strategies to support pupils showing challenging behaviour.
- To work in partnership with parents to ensure children experience success.

The Teacher's/TA's Role

The teacher's/TA's role is essential in modelling positive behaviour. At all times staff are expected to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choice and be taught to manage their own behaviour.

Expectations:

- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

Rules

School rules are kept to an essential minimum. There are visual reminders displayed in all classrooms. These are all designed to ensure all children can experience success.

Inappropriate behaviour is not condoned and is dealt in accordance with our discipline procedures. It is essential that parents and teachers work together to address any areas of concern.

We have specific rules being enforced on the grounds of health, welfare and safety

Food and drink

All children have access to fresh drinking water throughout the day. EYFS and Key Stage 1 children obtain fruit at break through the National Fruit Scheme, Other than packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

We allow children to distribute treats on their birthday, but this should be done under the supervision of the teacher and is sent home at the end of the school day.

Jewellery

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be given to the teacher and locked in the teacher's cupboard for the duration of the lesson.

PE Kit

Appropriate clothing must be worn for all PE activities.

Forest School

It is parent's responsibility to ensure that children have suitable footwear and waterproof clothing to ensure the safety of their children during Forest School activities.

School Clothing

The school has a separate school uniform policy which can be found on the school website:
<https://floweryfieldschool.org.uk/parents/school-uniform>

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in bags or coats.

Mobile Phones

The older children, who sometimes journey to and from school without parents may have phones and we recognise the safety advantages of this practice. However, they are not allowed to be used within school and should be handed in to the teacher for safe-keeping during the school day.

Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

If, in exceptional circumstances, a child needs to be removed from class, a member of the pastoral team or SLT should be sent for. Where possible, the teacher should accompany them.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded.

If a child should run out of school for whatever reason, staff should monitor their location and approach sensitively. The head teacher and office staff should be informed immediately. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff-member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child is not located after a quick sweep of buildings and the grounds, police and parents should be contacted. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to.

A follow up meeting will be arranged to review the incident and look at what further support needs to be put in place. A safeguarding review will also take place to ensure that no further measures are required.

Movement in and around School

All movement in and around school should be purposeful. Expectations of behaviour should be frequently reinforced. Staff should see that all children are suitably supervised when moving around the school. Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded.

Movement around School - Suggested Procedures for Large Groups

- Ensure attention
- Give out any instructions and set expectations.
- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them.
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each year group. Supply teachers should cover the duty of absent teachers but should never be without support.

All staff should be fully aware of playtime procedures and expectations. Any concerns should be documented on CPOMS and phase leaders alerted.

In order to influence behaviour when dismissing children at playtime, lunchtime and home time, all staff should supervise children in the corridor and when they are putting on coats etc. Children are not allowed to remain in the building unsupervised.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. It is important that the staff cover separate areas of the yard to ensure appropriate supervision. When children are using the play equipment, especially the climbing frame, a member of staff should closely supervise. **It is not appropriate for staff members to be stood together chatting**

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty and they should ensure that they are positioned to supervise properly.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.



Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular efforts or achievements. Please be aware that praising a child's learning behaviours is far more powerful than congratulating them for a piece of completed work. "That's good" is a poor second to "you've worked well on this / you've persevered / you've collaborated well".

We have introduced the STARS Acronym to promote key learning behaviours and this forms the basis of our rewards programme, Children are rewarded for effort - STRIVING, demonstrating key communication skills - TEAM WORK, ambition within their work - ASPIRATION and persevering in the face of setbacks - RESILIENCE. We believe this approach enables all children to experience

- Children receive written and verbal feedback in accordance with the school's marking policy.
- Children achieve Dojos for STRIVING, TEAM WORK, ASPIRATION and RESILIENCE.
- Children's achievements are celebrated within the classroom and weekly assemblies.
- Celebration Assemblies are held half termly which recognise all children's contributions to life at Flowery.

Above all, praise and encouragement in and out of lessons should be used as much as possible.

Sanctions

In the use of sanctions, pupils are encouraged to take responsibility for their actions, learn from these experiences and make better choices as a result.

We have an agreed system of sanctions to ensure consistency of approach, but with the provision for flexibility to take account of individual circumstances.

- Provide opportunity for children to reflect on their behaviour, understanding why is this unacceptable.
- Provide every opportunity for children to correct their own behaviour through restorative practice.
- Identify barriers to success, ensuring timely support is in place.
- Where a higher level of support is required, allow early involvement of parents, pastoral team and SENCO.

Sanctions procedure (Classroom)

If unacceptable behaviour occurs: Teaching staff must ensure that children have time to reflect on their behaviour, correct it and learn from it. Children responding well should be recognised with a Dojo. If children do not respond to these interventions, proceed to step 1.

Step 1 (Classroom teacher)

Children spoken to outside of the classroom by class teacher, they should be made fully aware of the impact of their behaviour, and the possible consequences of continuing with the behaviour.

Step 2 (If a child has been removed from class on 3 occasions in a half term go straight to step 3.)

If child continues to display inappropriate behaviour on re-entry, the child is removed to a member of the pastoral team for the remainder of the lesson. Child completes restorative task. Teacher records incident on CPOMS. Parents informed Removal 1-2-3 (Letter from teacher)

Step 3 (Pastoral Team)

Child is expected to complete the remainder of their learning with the pastoral team. Following success on a 1-1 basis. The child then completes a restorative activity to prepare them for return to the class. Class teacher and pastoral team speak with child together before re-entry. Incident recorded on CPOMS. Parents informed by letter that behaviour is a cause for concern. Letter from phase lead

Step 4 (Assistant Head)

Child escorted to Assistant Head, class teacher explains the actions already taken and the necessary changes required. Child completes work for the remainder of the day with AHT. AHT informs informed by letter that behaviour is a cause for concern and a meeting is arranged to discuss further support required. An SEMH referral form is completed at this stage (if not already done) and Incident recorded on CPOMS and graduated cycle (SEND support) put in place/reviewed.

Step 5 (Vice Principal)

Meeting with parents/child, class teacher and a member of pastoral support. Barriers identified and alternative strategies put in place to enable the child to experience success.

Review desirable outcomes in graduated approach and prioritise area for improvement. Positive reinforcement from class teacher, daily or weekly review with VP who will feedback to parents. Child discussed at SEMH collaborative panel meeting to review provision. Involvement of all necessary agencies.

Step 6 (Head teacher)

A last step before exclusion. Multi agency meeting held to discuss needs of child. All professionals involved and parents meet together to discuss what further measures are needed to enable the child to experience success. At this stage alternative curriculum and/or reduced timetable will be considered.

Step 7 (Head teacher) Fixed Short Term Exclusion (up to 5 days per term)

Parents, Chair of Pupil Discipline Committee. Parents may make representations to AIC. Representatives from the AIC may meet but cannot reinstate. Prior to their return to school, a meeting is held with the child and the parents to set out expectations and further support that can be offered. This may involve a Trust representative.

Step 8 (Head teacher) Fixed Long Term Exclusion (up to 45 days per year).

Parents, Chair of Pupil Discipline Committee. Parents may make representations to AIC. Representatives from the AIC may meet but cannot reinstate. Prior to their return to school, a meeting is held with the child and the parents to set out expectations and further support that can be offered. This may involve a Trust representative.



Sanctions procedure (Unstructured times)

If a child is extremely non compliant or verbally or physically aggressive to another pupil or adult or member of staff. Immediate action go straight to step 3

Step 1 (Think and engage)

Spoken to by lunchtime assistant in private. Lunchtime assistant encourages child to engage in a positive activity. Child conforms and requires no further reminders or move to step 2

Step 2 - (Reflect)

Child continues to behave in an unacceptable way. Lunchtime assistant speaks to the child and allow them time to reflect on their behaviour. Child improves or continues to behave in an unacceptable way.

Step 3- (Take Action)

Encouraged to access to more structured play /turn-taking games 1:1 or small groups within one of the year group classrooms with support staff for 10 minutes. Incident is recorded on CPOMs. Child continues to behave in an unacceptable way or if a child is removed from the playground 3 times in a half term then move to Step 4.

Step 4 - Child goes to the Treehouse for structured play / turn-taking and restorative practice for the remainder of lunchtime. Child continues to behave in an unacceptable way then move to Step 5.

Step 5 - Removal to tree house for rest of week. Focus on how the child can learn from these behaviours through discussion and restorative activity with member of staff in the Treehouse. Phase Lead to contact parents and ask them to come in and meet with him/her.

Step 6 - Child continues to display inappropriate behaviour despite repeated requests. Child is placed in internal exclusion from lunch times. Head Teacher to contact parents.

Step 7 - Child continues to display inappropriate behaviour despite repeated requests. Meeting held with SEMH team to discuss supported unstructured times as part of an alternative provision with the aim of the child re-joining lunchtime play again when it is appropriate. Head Teacher to contact parents.