

Behaviour Policy



FLOWERY FIELD PRIMARY SCHOOL
Behaviour Policy – September 23
Review – September 24

All children attending Flowery Field Primary have the right to achieve their potential academically, emotionally and socially. It is the responsibility of all staff, with the support of parents and governors to create an environment through which this is possible. Every child will feel valued through consistent reward and praise. Our school sets high expectations for academic achievement and behaviour.

Aims

We aim 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. This behaviour policy is therefore intended to support all members of our school community in living and working together in a mutually beneficial way. It aims to promote an environment in which everyone feels happy, safe and secure.

The aims of this policy are to:

- Ensure children have a good understanding of our behaviour expectations.
- Ensure consistency in the use of reward to encourage positive behaviour.
- Ensure all children feel valued and are able to learn in a supportive environment.
- Use sanctions where appropriate and in accordance with this policy.
- Ensure that everyone is clear about their role when managing children's behaviour

Values

Our core values underpin all that we do, ensuring all children can experience success:

- STRIVE
- TEAMWORK
- AMBITION
- RESILIENCE.

School Rules

Our pupils are expected to follow our simple rules that are displayed in every classroom and around the school. These focus on readiness to learn, promoting respect for each other, our belongings and the school environment:

- Respect for self
- Respect for others
- Respect for property

The School's Code of Conduct

Our Code of Conduct is reinforced through our motto 'OMBIGE', which reflects our high expectations.

Through our school code of conduct we aim for children to develop the following:

- Respect for oneself, others and property.
- Positive self-esteem.
- Co-operation and collaboration.

- Care for others.
- Self-discipline.
- Self-motivation and resilience.
- Independence.

We expect children to demonstrate OMBIGE **within the classroom** by:

- Making sure that they are showing the correct listening behaviour and showing readiness to learn ('Show Me 5' of Look, Listen, Sit, Respect, Ready).
- Attempting all learning tasks.
- Taking pride in all of their work.
- Supporting others with their learning.
- Sharing classroom materials and handling them with care.
- Looking after the classroom environment.
- Coming to school prepared for learning (bringing book bags, reading records, complete PE kit, completed homework).

We expect children to demonstrate OMBIGE **when moving round school** by:

- Walking on the left side of the corridor
- Ensuring that they remain in line, one behind the other.
- Walking silently to respect learning in all areas of the school.

We expect children to demonstrate OMBIGE **when attending assembly** by:

- Entering and leaving assembly silently.
- Sitting smartly during assembly, listening carefully and contributing to discussions.

We expect children to demonstrate OMBIGE **during unstructured times** by:

- Following and respecting instructions from all adults.
- Lining up, silently, one behind the other, when the bell is rung or whistle is blown.
- Staying on the allocated playground or area of the field.
- Including anyone who wishes to play a game.
- Listening to play leaders, using playground equipment correctly, sharing with others and putting equipment away afterwards.
- During dinnertime, enter and leave the hall sensibly, staying in their seat until they have finished eating.

In addition, we expect children to demonstrate OMBIGE **at all times** by:

- Wearing school uniform and black school shoes. No make-up, nail varnish or jewellery (except small ear studs).
- Wearing the correct P.E. kit.
- Not bringing valuable items to school.
- Keeping all mobile phones in the office.

Responsibilities

Modelling positive behaviour is essential for all adults working in school. 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 choices and be taught to manage their own behaviour.

Teachers will ensure that they:

- Ensure their teaching is organised and is in keeping with the statements in the Flowery Principles and Framework for Learning.
- Plan engaging and appropriately scaffolded learning opportunities to avoid pupils becoming frustrated and disengaged.
- Provide opportunities for children to explore feelings, make choices, clarify values and work collaboratively.
- Are fully familiar with the children's needs and have made every effort to be positive, motivational and inspiring, taking account of their individual circumstances.
- Remain calm and professional at all times, adhering to the code of conduct.
- Create space and "play" opportunities for individual children where appropriate.
- Consider the classroom environment, furniture layout, groupings, pace of lessons and challenging tasks.
- With support from the leadership and pastoral teams, are aware of any outside agencies working with families in his / her care.
- Apply the contents of this policy in a fair and consistent manner and expect that children behave appropriately at all times.

Pupils will ensure that:

- They uphold the school's motto 'Only My Best Is Good Enough' (OMBIGE).
- They demonstrate a positive attitude towards their own and others' learning.
- They follow instructions, ensuring that they are ready to learn.
- They talk politely to each other and staff, using good manners at all times.
- They care for each other and show respect to others.
- They take care of their surroundings and the belongings of all.
- They will take responsibility for their actions and be honest at all times.

Parents/carers will ensure that:

- They support the school, behaving in a polite and courteous manner at all times, modelling positive behaviour at all times to their child.
- They celebrate their child's achievements with them and show an interest in their school life.
- Attendance and punctuality is prioritised, making school aware of any reasons for absence and providing medical evidence on request.
- They support their child with learning at home through regular reading, spelling and times table practice.
- They ensure that their child respects their learning equipment at home, for example, reading record, homework and spelling books and replaces any damaged equipment.
- They ensure that their child is always sent to school in the correct school uniform.
- They support the school in its decisions regarding behaviour and will work with the school to improve it.
- Return their child immediately if he / she leaves the premises.

SLT will ensure that:

- Members of their team are adhering to the policies in place, including the Staff Code of Conduct.
- Members of their team have good understanding of the contents of this policy.

- Staff are following the contents of this document.
- Help, advice and support is available when necessary.
- Resources are available for the running of this policy.
- Regular meetings are held with parties concerned to review the effectiveness of this policy.

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. Praising a child's learning behaviours is far more powerful than congratulating them for a piece of completed work.

We use the 'STARS' acronym to promote key learning behaviours and this forms the basis of our rewards programme. Children are encouraged to STRIVE, work as a TEAM, demonstrate AMBITION and show RESILIENCE.

- Children receive written and verbal feedback in accordance with the school's marking policy.
- Children achieve Dojos for STRIVING, TEAMWORK, AMBITION 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.

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 SENDCo.

If unacceptable behaviour occurs, teaching staff must ensure that children have time to reflect on their behaviour, correct it and learn from it. Other children identified as making good choices should be rewarded with a Dojo; children then responding well should receive verbal praise, followed up with Dojo if improvement is sustained. If children do not respond to these interventions, despite 3 reminders, proceed to step 1.

We may impose sanctions at any step should behaviour be considered a serious breach of our behaviour policy.

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 (Classroom teacher)

If child continues to display inappropriate behaviour on re-entry, the child is removed to another classroom 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 / Leadership Team)

Contact pastoral team for assistance: child is expected to complete the remainder of their learning with the pastoral team or member of the leadership 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 Assistant Vice Principal.

Step 4 (Assistant Vice Principal)

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

Step 5 (Vice Principal)

Meeting with parents/child, class teacher and a member of pastoral support /SENDCo. 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 (Principal)

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 (Principal)

Fixed short-term Suspension (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 (Principal)

Fixed long-term Suspension (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.

Step 9 (AIC)

Permanent Exclusion

Parents, Chair and Clerk of Discipline Committee, LEA Officer informed. Discipline Committee meet and consider all representations and reports (parents/child may attend). Discipline Committee either reinstate or uphold exclusion. Parents notified of right to appeal. If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks. If appeal unsuccessful, remove child from school role.

Sanctions procedure (Unstructured times)

If a child is extremely non-complaint 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 with lunchtime 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 – Support

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 – Intensive Support

Removal to Treehouse 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 – Internal Exclusion

Child continues to display inappropriate behaviour despite repeated requests. Child is placed in internal exclusion from lunch times. AHT to contact parents.

Step 7 – Exclusion from lunchtimes

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.

Principal to contact parents.

Monitoring Behaviour

Senior leaders monitor behaviour regularly to identify any patterns in incidents. Appropriate actions are taken to ensure that these patterns through our assemblies and curriculum opportunities.

Additional Support

All staff at Flowery Field are committed to inclusion and are aware that a small number of our most vulnerable children will find it challenging to meet the expectation of the Behaviour

Policy and in this instance it is necessary for the highlighted child to have an Individual Behaviour Plan (IBP).

The IBP should support the child's graduated cycle, ensuring support is put in place to address the areas of difficulty. This does not allow them NOT to follow the whole school expectations for behaviour. It enables staff to support the child to meet the expectations.

These children are to be highlighted by the class teacher to the SENDCo and where appropriate an IBP can be created through close consultation with the classroom staff, parents, other professionals involved with the child and the child.

The intention of the plan is to support the child in trying to meet the expectations of the Behaviour Policy by adapting the stages in the policy, laying out clear step by step expectations and consequences to behaviour and including specific rewards which all meet the individual child's needs.

It is vitally important that ALL staff exactly follow the plan so as to ensure there is consistency in the approach to managing the behaviour of this vulnerable group.

These plans are reviewed fortnightly by the AVP to ensure they continue to address emerging need.

Bullying and Racism

Flowery Field has an Anti-Bullying and Anti-Racism approach and actively explores these issues within the curriculum. These subjects are discussed from the viewpoint of the bully and the victim to enable pupils to understand the feelings and emotions of others.

For clarity, we define as:

- the wilful, conscious desire to hurt or threaten someone, physically, emotionally or materially on a number of occasions; or
- when a person or a group deliberately intends to cause someone else to feel hurt, distressed, threatened or humiliated; or
- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In accordance with our Anti-Bullying Policy, any incident of bullying will be taken seriously and followed through appropriately by staff. Parents of both the bully and the victim will be involved and kept informed as appropriate. A written record of any such incident will be made and recorded on CPOMS.

Flowery Field and the Enquire Learning Trust see racism as a form of bullying and does not condone it in any form.

Child on child Sexual harmful behaviour

Sexually harmful behaviour from young children is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour, and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include:

- Inappropriate sexual language
- Inappropriate role play
- Sexual touching

- Sexual assault/abuse

Staff are aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- Not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', just having a laugh' etc.
- Challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Upskirting will never be tolerated. This behaviour typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.

Use of Reasonable Force

In exceptional circumstances and as a very last resort, where there is a danger of injury to a pupil or member of staff, positive handling using reasonable force may be appropriate. Positive handling methods are only used by staff with appropriate training where de-escalation techniques have failed or cannot be used.

The Academy will always communicate with parents where such techniques have been used. These incidents are recorded on CPOMS. See Appendix I.

Prohibited items on school site:

No pupil should bring any prohibited items on to the school-site. The following are prohibited items:

- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes / E-cigarettes / Vapes
- Knives and weapons

Or any article that a member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence,
- to cause personal injury, or damage to property;
- to cause physical or mental harm.

The Principal and staff (who are authorised by the Principal) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item listed above. Under common law, school staff have the power to search a pupil

for any item if the pupil agrees. The member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed [Searching, screening and confiscation \(publishing.service.gov.uk\)](#).

If a pupil needs to be searched, parents/carers will be contacted and asked to come in and undertake the search with two members of staff present. If it is deemed necessary, the pupil will be kept separate from other pupils until the parents/carers can attend. The two members of staff will be the same sex as the pupil being searched.

If a pupil is found to be in possession of a prohibited item, they may be permanently excluded depending on the circumstances, (e.g. threatening another pupil with a knife/weapon, sharing a vape or cigarettes with other pupils on the school site) or receive a suspension (e.g. bringing a vape into school and storing in their coat, bags – no other pupils are involved).

Staff will liaise with parents/carers and the appropriate professionals if a child is found to be in possession of a prohibited item – this may involve liaising with the Police and Social Care. Staff will also follow the 'DfE Searching, Screening & Confiscation Advice for Schools, July 2022 (paragraphs 57–81, Appendix I).

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home and Social Care will be informed with a Multi-Agency Referral Form completed.

Links to other guidance and policies:

This policy is to be read in conjunction with the following guidance:

- [Behaviour in schools guidance \(publishing.service.gov.uk\)](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#)
- [DfE advice template \(publishing.service.gov.uk\)](#)
- [technical-guidance-schools-england.docx \(live.com\)](#) (Under update review)
- [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)

Links with other policies:

- Safeguarding and Child Protection Policy
- Anti bullying policy
- SEN Policy
- Positive Handling Policy
- Exclusion Policy

Appendix I

Positive Handling Recording Incidents

If a child is required to be positively handled then the following staff are to be called: Claire Silk, Paul Smith, Dave Barton, Lesley Jeffers or Rebecca Radford

All uses of physical restraint should be recorded. It is important that there is a detailed written record of any occasion where force is used. It may help prevent any misunderstanding or misrepresentation of the incident and will be essential in the event of a complaint.

We keep a record of all incidents in which physical contact is used by a member of staff to control or restrain a pupil. Immediately following any such incident, the member of staff concerned should report the matter orally to the Principal, Vice Principal or Assistant Vice Principal and provide a written report as soon as possible afterwards.

This MUST be recorded on a positive handling record and attached to CPOMS.

This should include:

- The name (s) of the pupil (s) involved, when and where the incident took place.
- The names of any staff or pupils who witnessed the incident.
- The reason that force was necessary (e.g. to prevent injury to the pupil / another pupil / member of staff).
- How the incident began and progressed including details of the pupils behaviour, what was said by all parties, steps taken to defuse/calm the situation, the degree of force used and for how long.
- The pupil's response and outcomes of the incident.
- Details of any injury suffered by the pupil, another pupil, member of staff and any damage to property.

Parent/carers will be informed of an incident involving their child as soon as possible.

Following an incident of positive handling, there should be the opportunity for both pupil and teacher to discuss the event with a senior member of staff.