



**FROM LEARNING
PARTNERSHIP**

Behaviour Policy

Updated March 2017

The FLP Approach

The Frome Learning Partnership (FLP) consists of all of the schools in Frome and its outlying villages. We aim to develop strong and positive relationships within our school communities in order to maximise our children's learning and progress. Together, we will adopt a common approach to managing all behaviour and identifying children's needs so the right support can be accessed as early as possible.

The beliefs that underpin this approach are based on the following understandings:

- Behaviour is the responsibility of everyone working within the FLP
- Behaviour is a response to life experiences and their effects
- A child's experiences from birth have a huge impact on how well children can manage at school
- Some children function at an emotional age far younger than how old they actually are
- Children rely on their peers and key adults to make positive behavioural choices as they grow and develop

Four areas of development have been identified that will underpin the FLP Behaviour Policy. They are:

- Early intervention, involving clear referral pathways
- Alternative curriculum opportunities
- Improving the exchange of information on all children at school transition points as well as between services, where necessary
- Training of all FLP staff on current education theory and principles with a particular focus on attachment trauma and its impact on children's development

As a result of restructuring within Somerset County Council, the Partnership is responsible for the statutory functions for all pupils living in the FLP area, including:

- Co-ordinating admissions and provision of hard-to-place pupils both in-year and those who move into the area
- Ensuring there is Day 6 provision for pupils who receive fixed-term or permanent exclusions
- Administration of Local Authority statutory functions around permanent exclusions

In addition to these responsibilities, there are requirements relating to the following provision arrangements:

- Finding, funding and/or providing appropriate part- or full-time education for pupils who are permanently excluded or are at risk of permanent exclusion from school. This could mean arranging transfers to another school, providing places in alternative or specialist settings or through private providers
- Providing appropriate full-time education from day 6 of any fixed-term or permanent exclusion
- Ensuring robust access arrangements are in place within the agreed Fair Access Protocol
- Providing peer-to-peer advice, support and challenge to schools within the partnership to prevent permanent exclusions, wherever possible.

FLP Behaviour Policy

Rationale

This policy has been written following consultation with children, parents, staff and school governors. It reflects the values and principles that we consider to be important for our children, their families, our staff and our schools.

Positive behaviour and secure relationships within our schools play a vital part in ensuring progressive learning and outcomes for our children. A strong, realistic and holistic behaviour policy enables us to build and develop a positive, inclusive culture within all Frome schools that underpins and celebrates our children's successes and achievements.

We promote and recognise positive behaviour. We recognise that challenging behaviour can be the result of life trauma and a child's needs not being met. We ensure that unacceptable behaviour, bullying, racism and any form of discrimination are not tolerated and suitable support and consequences are put into place.

Principles

- The School Community consists of all children, parents, carers, staff, visitors and governors of a school
- Everybody within the School Community should understand and accept the principles on which the Behaviour Policy is grounded
- All members of the School Community will be listened and responded to
- All members of the School Community are considerate towards the learning needs of one another and supportive of the school
- Children and staff are entitled to learn, play and work in a safe and secure environment
- All members of the School Community show respect for one another
- Schools will make clear what their behavioural expectations of its pupils are and what 'good' or 'positive' behaviour looks like
- Positive behaviour will be modelled and encouraged
- School staff will model and promote positive behaviour and play an active part in the development of children's social and emotional development
- Children whose behaviour and attendance may deteriorate through poor health, neglect, trauma or other life challenges will be supported to have their needs recognised and met
- Appropriate action will be taken to reduce the risk of poor behaviour happening for all children
- All members of the School Community will be encouraged to use restorative and solution-focused approaches to dealing with challenging behaviour
- Negative and unacceptable behaviour will be challenged and appropriate consequences put into place
- Children will act as ambassadors for the school and promote its positive values in and out of school
- Schools within the FLP will work together to support any child that may benefit from alternate provision or a Fresh Start Transfer to a different school within the Partnership

All Frome schools have common expectations of children, parents and staff. They can be found in each school's Home School Agreement documentation.

Staff will:

- Treat pupils with respect
- Know their pupils and their names
- Have high expectations of themselves and their pupils
- Model good and positive behaviour
- Teach and promote social and emotional aspects of learning
- Investigate incidents carefully and promptly, listening to both sides of the story
- Ensure classrooms and other areas in school provide a safe and attractive learning environment
- Prepare lessons carefully to meet the needs and abilities of all pupils
- Apply rewards and consequences consistently and fairly
- Involve pupils in deciding the class and school rules and guidelines
- Work with pupils, families and other agencies to ensure their pupils' needs are met
- Ensure smooth school transition for pupils by working closely with other schools

Children will:

- Attend school and arrive in good time
- Treat other people and themselves with respect
- Work hard in class and allow others to work
- Adhere to the agreed class and golden rules
- Look after other children in the school
- Report bullying or any accident or incident
- Look after and respect school equipment

Parents and carers will:

- Ensure their child attends school and arrives in good time with the correct clothing and equipment
- Ensure that on school days, children have had a good night's sleep and a filling and nutritious breakfast
- Support their children in completing their homework and be interested in their learning
- Treat school staff and other school families with respect
- Model good and positive behaviour to their children both in and out of school
- Respect the school and class rules
- Notify the school of their child's needs and any concerns they might have

Rewards, support and consequences

Information about the rewards and consequences used within the FLP schools is well publicised and available to all members of the school community. You can find this information on the schools' websites as well as around their premises. Expectations, rewards and consequences will be continuously reinforced through assemblies, tutor time, role modelling and during all lessons.

Enabling children to have a positive attitude to learning is fundamental to their progress and development. Through being clear about our expectations and focusing wherever possible on positive behaviour, the schools within the FLP are able to celebrate successes and inspire a culture of positivity, rather than one of consequence.

Rewards

All schools will have a system in place that promotes, encourages and celebrates positive behaviour. These systems should recognise all forms of social, emotional and academic achievement as well as effort. There are a variety of rewards that can be used depending on age, need or choice including:

- Verbal and non-verbal praise
- House points
- Displaying pupils' work
- Privileges or positions of responsibility
- Stickers and badges
- Sharing successes with others
- Head teacher awards
- Golden time
- Certificates

Support and early help

One of the underpinning principles in the Partnership's approach to behaviour is that children will naturally find it more difficult to cope when they are experiencing high stress levels. This might be caused by trauma, neglect or one of many challenges they might face in life. Often, challenging or destructive behaviour is the result of this or of a child's needs not being adequately met.

Identifying these times in a child's life is essential if we are going to help them grow, develop and learn. The schools within the FLP are committed to this belief and work to ensure that children's needs are recognised as early as possible so the right kind of support can be provided sooner, rather than later.

Support of this type might include, but is not limited to:

- Additional social or emotional input from a carefully chosen staff member
- Focused small-group or one-to-one support in school
- Access to a school's Nurture Group (or similar)
- Access to a specially trained ELSA
- Personalised goals and success criteria
- Thrive assessment
- Referral to the Child and Family Support Team
- Completion of an Early Help Assessment with the family
- Referrals to specialist support services

Consequences

Although we strive to inspire positive behaviour, there are times when children display behaviour that requires a form of consequence.

Consequences are only effective when a child understands why they are being used. All staff members are expected to ensure that children understand their action and its consequence, and to use these incidents as learning opportunities. Consequences must reflect the seriousness of the behaviour shown. Pupils, staff and parents need to be aware of the possible consequences for poor behavioural choices.

When there has been unacceptable behaviour or a serious incident, schools must respond appropriately and in a timely manner. They must then work to understand what may have triggered the action and a plan should be put into place to ensure future incidents are prevented or minimised and the behaviour in question managed.

There are a variety of responses that can be used depending on age, need or choice including:

- Warning given
- Moved seats
- Time-out
- Behaviour points
- Exclusion for the remainder of the lesson
- Meeting with members of staff
- Home contact
- Individual behaviour plans
- In-school or after-school detention
- Internal exclusion (pupil remains in school)
- Referral to FLP's Team Around the School
- Fixed-term exclusion (pupil remains at home)
- Permanent exclusion

Physical, verbal and racist attacks and bullying are serious offences. Schools have a duty to respond firmly to protect the victims of such behaviour. In these cases, a child may be excluded for a fixed-term period in the first instance.

In the event of a fixed-term exclusion, the head teacher must inform and involve the child's parent or carer. In extreme cases the Police may also need to be involved. Schools have a legal duty to report incidents deemed to be racist to the appropriate authorities. Parental rights to involve the Police exist outside of this policy.

Exclusion from school is an extreme step and the decision to exclude will not be taken lightly. Schools within the FLP are committed to minimising exclusions and using them only when absolutely necessary.

Government guidance on exclusions from schools states that:

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods ... or permanently. A fixed period exclusion ... may be extended or converted to a permanent exclusion.

Pupils ... may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements ..., such as the head teacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes...

'Informal' or 'unofficial' exclusions ... are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

DfE, Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2012)

Physical restraint

Physical restraint is seen as a last resort and should only be used where the safety of a pupil or those around them are at risk.

Each school will have its own physical restraint policy using the model policy provided by Somerset County Council or other provider that delivered the appropriate training. This will be available on the school's website.

Most Frome schools have elected to use an approach known as Team Teach. More information about Team Teach can be found on their website www.teamteach.co.uk.

Searching and confiscation of items

Schools have the right to search any child with their consent for any item, should there be a need. This does not give the school to conduct a physical search of the pupil but does mean they can ask to view the contents of their pockets, bags and lockers. Written consent from a parent or carer is not needed in these cases.

Schools also have legal provision to confiscate items from children and to search for prohibited items without consent. This is outlined in the Department for Education's document *Searching, Screening and Confiscation* (2014).

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Staff will retain any confiscated items and return them within a reasonable period of time, where appropriate. Schools are, however, required by law to hand weapons, knives, drugs and extreme or child pornography over to the Police.

Any stolen items are also required to be passed to the Police or returned to the owner. All other prohibited items will be disposed of appropriately. They will not be returned to the pupil.

Pupil conduct outside the school gates

Schools have the power to discipline pupils for not behaving appropriately outside the school gates and off the school's premises, 'to such an extent as is reasonable'. This might be behaviour witnessed by a member of staff or reported to the school by another person. This could include poor behaviour when:

- Taking part in school organised activities off the school site
- Travelling to and from school
- Wearing school uniform

Or poor behaviour at any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school, including the use of social media

In such cases, the school may put into place any consequences deemed necessary and appropriate when the child is on school premises or under lawful control of a member of staff (offsite and residential visits).

When a child's behaviour falls below the acceptable standards, the head teacher or delegated person is likely to carry out an investigation into the incident. Any investigation will be recorded by the school in a behaviour log. The extent and details of records will vary depending on the necessary level of investigation.

During the investigation the head teacher or delegated person may:

- Speak to a child or group of children without the parental consent
- Speak to the child or group of children without parents being present

The aim of such investigations is to determine what is likely to have happened. The head teacher or delegated person can use their previous knowledge of the children involved in order to come to their final conclusions. The head teacher or delegated person will then determine the most appropriate consequence to be used.

Dealing with inappropriate behaviour of parents, staff and visitors

The school has a legal duty to ensure that its premises are a safe place to learn, work and visit. They must, therefore, deal effectively with any rude or aggressive behaviour from staff and visitors to the school, including parents.

Only persons with the designated right to be on the school site are allowed on the school premises. That right is determined by the head teacher and governing body of each school and is usually extended to pupils, parents, staff, contractors and other workers and visitors.

All persons on school premises are expected to behave appropriately. If they do not, the school must take any action that it considers necessary to prevent a repeat of that behaviour and keep its staff, pupils and families safe.

Complaints procedure

In the event of a parent, carer or child having a complaint about how a school's behaviour policy has been implemented, we recommend the complaint be communicated to the school by telephone or e-mail. This gives the parties involved an opportunity to discuss the complaint so the school can understand the issues involved and work to resolve them quickly. Every effort will be made to investigate as quickly as possible and to feedback the outcomes as the investigation progresses.

If the complaint has still not been resolved then parents can contact the Behaviour and Vulnerability Manager of the Frome Learning Partnership, whose contact details will be available from the school.

[Frome Learning Partnership](#)

[Behaviour Policy](#)

[Updated March 2017](#)