

FRENCHAY C OF E PRIMARY SCHOOL

BELIEVE, BELONG, BECOME

BEHAVIOUR POLICY

Rationale

At Frenchay C of E Primary School we are proud of our high standards of behavior and discipline. The staff and governors seek to create a positive atmosphere in which children feel safe, secure and happy and are given the maximum opportunity to learn, whilst developing self-discipline and a respect for themselves, others and the environment.

Values

- 1.1 Our vision 'Believe, Belong, Become' is at the heart of our school and children are provided with exciting learning opportunities that maximise pupil participation and minimise low level disruptions. Our shared values support positive behaviours, self discipline and respect. The values at Frenchay are:-

Inspired by God's love for us, we are a vibrant learning community, valuing the past, empowering all and working together to create limitless opportunities and lifelong learners.

- Lifelong learners
- we are a vibrant learning community – we are ambassadors in the community/ positive role models
- valuing the past – reflect and evaluate, learn
- empowering all - Resilient learners

2 Aims and expectations

- 2.1 It is a primary aim of our school that every member of the school 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 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 where everyone feels happy, safe and secure.
- 2.2 The Christian ethos of the school means we have the capacity to forgive and start afresh. New chances must be given to children who break the rules to allow them to change for the better. Mutual respect must be at the heart of interactions between adults and children to promote good role models and allow progress.
- 2.3 The system encourages children to make positive choices about how they conduct themselves both in and out of the classroom. We believe that children should take increasing responsibilities for their own behaviour as they develop and mature. Wherever possible, we encourage a **restorative approach** to behaviour, where parties discuss the impact of their actions and are part of the solution, thus giving responsibility to the pupil and restoring relationships as quickly as possible. Again this is in keeping with our Christian values, particularly of forgiveness and building a strong community ethos.
- 2.4 The school has rules (which are displayed around the school) but the primary aim of the behaviour policy is not a system to reinforce rules. 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.

- 2.5 The school expects every member of the school community to behave in a considerate, polite and respectable way towards others.
- 2.6 We treat all children fairly and apply this behaviour policy appropriately (see paragraph regarding children with Special Educational Needs).
- 2.7 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.
- 2.8 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

3. Staff responsibilities

- 3.1 To respect and value all children and treat them fairly, bearing in mind their particular needs and listening to their views and opinions.
- 3.2 To raise children's self-esteem and develop their full potential, encouraging self-discipline and a sense of responsibility to the whole community.
- 3.3 To help create a friendly, welcoming and safe environment within the school.
- 3.4 To be a good role model in order to help children understand what is considered appropriate behaviour.
- 3.5 To use rules, rewards and sanctions clearly and consistently, identifying the nature of the behaviour with an appropriate reward/sanction.
- 3.6 To ensure that children understand that all adults within school, Teachers, Teaching Assistants, Lunch break Supervisors, Administration Staff have equal status and apply rewards and sanctions.
- 3.7. To work in partnership with parents so that all children can see that key adults in their lives share a common aim.

4.1 Child's responsibilities

To be aware of and comply with the school rules, known as the Golden Rules, which have been agreed in consultation with children and staff. Golden Rules are appropriate to each area of the school. Many are overarching expectations, these are highlighted in blue.

The whole school rules are:

We are gentle. We don't hurt others.

We are kind and helpful. We don't hurt others feelings.

We listen. We don't interrupt.

We are honest. We don't cover up the truth.

We work hard. We don't waste our own or others' time.

We look after property. We don't waste or damage things.

Our rules for the dining hall are:

We line up calmly. *We don't push in.*
 We walk carefully. *We don't run.*
 We speak quietly. *We don't shout.*
 We keep our table clean. *We don't make a mess.*
 We are polite to everyone. *We are not rude.*
 We use good table manners. *We don't speak with our mouths full.*

Our rules in the playground are:

We are gentle. We don't hurt others.
We are kind and helpful. We don't hurt others feelings.
 We play well with others. *We don't spoil others' games.*
 We care for the playground. *We don't damage or spoil anything.*
We listen. We don't interrupt.
We are honest. We don't cover up the truth.

5 Parental responsibilities

- 5.1** To play an active and supportive role in their child's education and develop positive relationships with school staff.
- 5.2** To be aware of the school rules and expectations and support the school in the implementation of this policy.
- 5.3** To encourage in their child an awareness of appropriate behaviour, self-discipline, independence and responsibility to others.
- 5.4** To inform the school in confidence of any situation in the home that may have an effect on the social and emotional well-being of the child whilst at school.

6 How we encourage good behaviour in school

- 6.1** We make clear from the outset our high expectations of good behaviour.
- 6.2** We regularly refer to the Golden Rules, developed by all, which are displayed prominently within the school.
- 6.3** We encourage children to take responsibility for their own actions.
- 6.4** We present ourselves as positive role models thus setting high standards of behaviour by example and helping the child recognise what is appropriate in any given situation.

7 Rewards

- 7.1** We praise and reward children for good behaviour in a variety of ways:
 - All children's names begin the day on the Golden Star from Year 1 to 6 and a sunshine in EYFS.
 - Teachers congratulate children;
 - Teachers can give children stickers to reward good work;
 - Children share work with others e.g. other classes, Headteacher;
 - House points will be awarded for individual and team successes to encourage a sense of belonging. At the end of term the most successful house will receive an extra curricula award. (House charts are displayed in the hall and each child belongs to one of the 4 houses);
 - Each week we nominate children from each class to celebrate successes of the week and these are rewarded with a certificate in the Celebration Assembly;
 - Manner certificates will be awarded and celebrated as appropriate;
 - Weekly 'Golden Time';

- Headteacher's Awards;
- Personalised in-class strategies (e.g. Star of the Day, complete behaviour puzzles, Dojos, raffle tickets etc);

7.2 The school acknowledges all the efforts and achievements of children, both in and out of school, for example, music, swimming, numeracy and spelling challenges.

8 Lunchtime Rewards (for use by Lunchtime Supervisors)

8.1 Lunchtime supervisors praise and reward good behaviour through:

- Praise;
- Informing child's class teacher of notable behaviour at the end of lunch session.
- Certificates and stickers.

9 How we deal with Misdemeanours

9.1 We always try to understand the reasons for the behaviour so that it can be dealt with most effectively. This may mean that the adult needs to take time to discuss the issue with the child.

9.2 Where appropriate children should be encouraged to take responsibility for sorting out their own conflicts without resorting to violence, swearing or abuse.

9.3 When dealing with a problem we label the behaviour and not the child. e.g. "That is not the right sort of behaviour" **not** "You are a very naughty boy/girl". We aim to avoid damaging a child's self-esteem through the use of sanctions.

9.4 Through a hierarchy of sanctions appropriate to the misdemeanour: The severity of the misdemeanour will determine at what stage the child enters. In extreme or persistent cases, the Headteacher will speak directly with the child concerned and may contact the child's parents or guardian as appropriate.

10 Sanctions used by staff

10.1 Sanctions are displayed in a prominent place in each classroom along with the rules. Inappropriate behaviour or the breaking of school rules result in an application of the sanctions procedure.

10.2 All children begin the day on the Golden Star. A verbal warning is given by the adult for breaking a Golden Rule. This is followed with another warning and the removing of their name from the Golden Star when a child breaks a Golden Rule. Their name is placed into the first pot. Further breaking of the rules will result in their name going into the second pot. This will result in the loss of 5 minutes of Golden Time. The names of these children will be recorded in a behaviour log which will be collected by SLT to review each term. If a child is losing more than 2 sets of 5 minutes in a morning or afternoon session a telephone call or conversation at the end of the day will be made to make parents aware. EYFS use the same system but this is more appropriately linked to a sunshine, rainbow, cloud (pot 1) and storm cloud (Pot 2) making it more meaningful for their age.

10.3 Each child is made aware of which of the Golden Rules he or she has broken.

10.4 All warnings etc. are removed at the end of the day in order for the child to 'start again'.

- 10.5** On Golden Time day, the child who has lost Golden Time will sit and watch a sand timer whilst the remainder of the class enjoy their selected Golden Time activity. They may then join in the activity with a warm 'welcome back' from the group or teacher.
- 10.6** Behaviour is reviewed and monitored termly so that relevant support systems can be implemented.

Any child who is consistently losing 5 minutes of Golden Time over the term will result in the Head Teacher reviewing the behaviour with the child, parents and SENCO if necessary. A behaviour plan will be formulated and if appropriate external agencies will be involved.

- 10.7** The use of break/lunchtimes may be used to complete work if it is below expected level or not enough has been completed due to low level disruption or work not completed may be sent home.
- 10.8** Possible exclusions from extra school activities e.g. clubs, discos etc.
- 10.9** If behaviour, is deemed dangerous and the safety of the child or others cannot be guaranteed, withholding participation in any school trips, residential or sports events may be necessary.

10.9 Behaviour outside school

Bad behaviour outside school will be disciplined if:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- it has repercussions for the running of the school
- it poses a threat to another pupil or member of the public
- it affects the reputation of the school

(DFE February 2014 behaviour & discipline in schools).

Parents will be informed if poor behaviour occurs outside school and will be notified of any sanctions the school may take. The sanctions will be determined by the Head Teacher and dependent on the incident.

11. Malicious accusations

Children making malicious false accusations against school staff will be viewed as a serious breach of discipline and therefore the Head Teacher's sanctions used will be depending on the nature of the accusations.

12. Managing Impacts on Other Children

In exceptional situations, where a serious misdemeanour has the potential to impact significantly on the emotional well-being of other children, the school's teaching staff, in consultation with the Head Teacher, may alert the parents of any affected child to the general nature of the incident and the actions taken by the school to address it. This will be done at the discretion of the teaching staff, and only where there is judged to be a benefit in terms of safeguarding children i.e. to allow parents to understand the issue and provide reassurance to their children. The school and its staff are not permitted to discuss the specific details of the incident, nor name the child responsible for the misdemeanour.

13. Screening, Searching & Confiscation

School staff are legally allowed to confiscate, retain or dispose of a pupil's property if it is felt appropriate to do so. They also have the power to use reasonable force (e.g. passive

physical contact like standing between pupils, or active physical contact such as leading a pupil by the arm away from a location) to prevent pupils from committing an offence, injuring themselves or others or damaging property. Teachers have a statutory duty to discipline pupils for misbehaving outside of the school premises in some circumstances (See DfE 2011 'Screening, Searching & Confiscation and DfE 2011 'Use of Reasonable Force).

14. **Children with behavioural special needs**

Following the laws about SEN and exclusion, we ensure that all children are safe, supported and nurtured in school. Whatever a child's behaviour, the whole school constantly strives to support them to improve it. With children who have Special Educational Needs this will often be achieved through small steps. Some children will require Individual Behaviour Plans which will have different targets, rewards and sanctions. This has to be flexible and therefore may differ from the behaviour policy.

The school works closely with parent/carers and other agencies to support children to sustain or improve good quality behaviour. Personalised arrangements are made to support transition of children with behavioural needs/SEN alongside the general procedure for all children. The school recognises its legal duty under the Equality Act 2010 and in respect to pupils with SEN.

15. **Home/School Partnerships**

At Frenchay we are passionate about ensuring parents/carers and school staff work together when issues arise in terms of behaviour. School staff expect support when investigating an issue and reporting this back to parents/carers. Full investigation of any issue is essential to ensure all parties have been listened to and for staff to make a professional judgment about how to support each individual child, whilst following school policies.

If any parent/carer is not happy with the outcome of a behaviour investigation then they need to make an appointment to speak to the Head Teacher directly, away from the children. It is essential that we work in partnership to successfully resolve any issues.

16. **Fixed-term and permanent exclusions**

Our policy is not to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the DfE guidance September, 2017 (Appendix 1), for exclusion procedures. We recognise the legislative changes which took effect from September 2017 stating all children have a right to an education. We will take reasonable steps to set and mark work for pupils during the first five **consecutive** school days of an exclusion. During this period parents/carers are responsible for ensuring that the pupil is not present in a public place during normal school hours without reasonable justification. On the sixth **consecutive school** day, we will make arrangements to provide full-time education provision (off-site or in a shared provision).

16.1 Only the Head Teacher (or the acting Head Teacher) has the authority to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

16.2 If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to parents that they can, if they wish, appeal against the decision to the governing body. The school informs the

parents how to make such an appeal. The exclusion begins from the time when the pupil is collected from school.

- 16.3** The Head Teacher informs the Local Authority (LA) and the governing body about any exclusions.
- 16.4** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher but are the arbitrator of exclusion decisions taken by the Head Teacher.
- 16.5** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals.
- 16.6** When an appeal panel meets to consider an exclusion, the panel will consider the circumstances under which the pupil was excluded, consider any representation by parents/carers, the LA and any other relevant bodies and decide whether the exclusion was justified. In the event that the panel do not agree with the decision to exclude, then the panel will consider whether the pupil should be reinstated.
- 16.7** If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

17 Monitoring

- 17.1** The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 17.2** The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtime; lunchtime supervisors give written details of any incidents in the Dining Hall and Playground Behaviour books that we keep in the Head Teacher's office.
- 17.3** The Head Teacher keeps a record of any pupil who is temporary excluded or who is permanently excluded.
- 17.4** It is the responsibility of the governing body to monitor the rate of temporary and permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by regulations and guidance and that no child is treated unfairly irrespective of ethnicity, religion, language, attainment, age, disability, gender, sexual orientation or background.

18 Review

- 18.1** The governing body reviews this policy every two years. 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.

Context

This policy needs to be read in conjunction with the following other policies: Guidelines for Marking, PSHME (Personal, Social, Health and Moral Education), Anti-Bullying, E-Safety Policy, Special Educational Needs, Confidentiality Policy, Use of Force to Control or Restrain Pupils.

Agreed by staff.....

Date ratified by Governors

signed : Chair of Governors

review date: *November 2021*

Appendix 1

Reasons for exclusion

For what reasons can a school exclude my child?

There is no list of set behaviours for which a pupil can and cannot be excluded, and the decision to exclude lies with the head teacher. Head teachers can only exclude a pupil for a disciplinary reason (e.g. because their behaviour violates the school's behaviour policy). They cannot, for example, exclude a pupil for academic performance/ability, or simply because they have additional needs or a disability that the school feels it is unable to meet. A head teacher can exclude for behaviour outside of school, or for repeatedly disobeying academic instructions.

Can the school send my child to be educated elsewhere?

Schools have the power to send a pupil to another education provider at a different location to improve their behaviour without the parents having to agree.

A school can also transfer a pupil to another school – a process called a 'managed move' - if they have the agreement of everyone involved, including the parents and the admission authority for the new school.

Schools cannot force a parent to remove their child permanently from the school or to keep their child out of school for any period of time without formally excluding. The threat of exclusion must never be used to influence parents to remove their child from the school.

Can a school ask me to collect my child/send my child home early without following the formal exclusions process?

'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are not allowed, even if they are with the agreement of parents. Any exclusion of a pupil, even for short periods of time, must follow the formal process including being formally recorded (see below). Any fixed-period exclusion must have a stated end date.

Exclusion process

What happens when my child is excluded?

Please go to section 2 entitled 'What happens when your child is excluded' on the gov.uk website. <https://www.gov.uk/school-discipline-exclusions/exclusions>

What are the legal obligations on a school when excluding a pupil?

When a head teacher excludes a pupil, they must without delay let parents know the type of exclusion and the reason(s) for it. They must also, without delay, provide parents with the following information in writing:

- the reason(s) for the exclusion;
- the length of the exclusion;
- the parents' right to put forward their case about the exclusion to the governing board, how they should go about doing this and how the pupil can be involved; and
- when relevant, what alternative provision will be provided from the sixth day of a fixed-period exclusion.

Schools have a duty under the Equality Act 2010 not to discriminate against pupils on the basis of protected characteristics, such as disability or race, including in all stages of the exclusion process.

Glossary of Terms

GOLDEN TIME: Golden Time is a positive behaviour management strategy that can help teachers and classes achieve their full potential by optimising positive behaviour management. Golden Time is a whole school (or class) activity session to celebrate keeping the Golden Rules or school values. Golden Time activities are special activities that the children have chosen to do.

FIXED TERM EXCLUSION: A fixed period exclusion means that the pupil has been excluded for a predetermined number of school days. The Education Act 1997 sets a limit for fixed period exclusions of up to 45 school days in a school year.

PERMANENT EXCLUSION: Permanent exclusion means that the Headteacher has decided a pupil should not return to the school. The decision is made by the Headteacher but is subject to consideration by the Governing Body of the school and the LA; both have the individual power to overturn that decision and reinstate a pupil.

All evidence relating to the Exclusion of a child must be written, signed and dated. It should give an accurate and objective account of the events leading to the exclusion and specific reasons.

STAGED DISCIPLINE PROCEDURE: This is the term for stages A to E and gives detail to the escalation of disciplinary actions.

PASTORAL SUPPORT PLAN (PSP): This is a plan to support any child who is at risk of exclusion. The plan will include targets and methods of support.

EDUCATIONAL HEALTH AND CARE PLAN (EHCP): This is a plan to support any child with Special Educational Needs and provides targets for next steps in learning along with a programme of support.

INDIVIDUAL BEHAVIOUR PLAN (IBP): This is a plan to support any child who has specific behaviour needs. It identifies targets, actions and support in partnership with parents/carers.

CODE OF PRACTICE: This relates to the Special Needs assessment system to identify those children with additional learning needs.

SENCO: This stands for Special Educational Needs Co-ordinator.