



BEHAVIOUR POLICY

As God's family we love, learn and play together.

At Frodsham CE Primary School we endeavour to:

- Encourage an ethos based on shared Christian values and principles.
- To encourage children to make appropriate choices enabling them to develop healthy lifestyles which will lay a strong foundation for their future wellbeing.
- Regard every child as an independent learner, challenged to achieve their potential in a safe, happy and welcoming environment, which celebrates achievement.
- Develop and foster all children's views of their own self-worth and their ability to make a positive contribution and flourish in the world.
- Encourage everyone to value and respect each other's place within the life of the school and the wider community.

Presented to Staff and Governors: March 2015

Next Review: March 2017

Person Responsible: Simon Jones

Rationale

Within our school it is our primary aim to ensure that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community that strives to create a Christian ethos which supports a culture of mutual respect, consideration and care for others.

The main aim of our school behavior policy is to promote good behavior through positive rewards and not simply through enforcing rules and sanctions. Our policy is a means of promoting good relationships so that the whole school community can work together with a common purpose of helping everyone to learn in an effective and considerate way.

The ethos of our school is that we expect every member of the school community to behave in a considerate way towards others. We always treat children fairly and apply this behavior policy in a caring and considerate way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and independent members of our whole school community.

It is the duty of the Governing Board and Headteacher to ensure that this policy complies with section 88 and 89 of the Education and Inspections Act 2006.

1. Aims

- To foster the Christian values promoted by our whole school ethos.
- For children to show respect to each other, adults and their property.
- For children to show good manners towards each other and all adults.
- For children to display positive behavior for learning within the classroom and foster a love of learning.
- To develop a caring, happy and safe environment.
- To create a positive and productive learning environment, where low level disruptions are rare.
- For children to have high self-esteem.
- For children to show respect for the school's learning environment including equipment and adhering to the school uniform policy.
- For children to take responsibility for their own choices and understand the consequences of their own actions.

2. Implementation

Ways to promote positive behavior.

- Clear school rules known by everyone throughout the school.
- A consistent policy and strategy that is implemented by every member of staff across the school.
- Having the highest expectations of behavior and attitudes to learning across the school.
- Establishing class rules at the beginning of the year and make sure that they are displayed around the classroom.
- Establishing clear boundaries for children within the classroom and around school.
- Agreed whole school rewards and sanctions.
- Remaining calm and always being fair and consistent.

BEHAVIOUR POLICY

- Modelling positive behaviour.
- Differentiating learning to ensure that children feel capable and challenged.
- Welcoming classroom environment that promotes safe guarding and creative thinking.
- Consistent use of praise across the school.
- Giving children special responsibilities.
- Celebrating children's achievements in class and through collective worship.
- Establishing strong home/school links and working closely in partnership with parents.

School Rules:

Behaviour Management Strategies

- When dealing with difficult behaviour, staff keep calm and talk quietly. Giving children a cooling down period prevents a confrontation with an audience watching and gives staff time to think.
- When dealing with behaviour incidents with individual children, staff must ensure that they are in an open space and in a visible area.
- Use eye contact with the child and allow them time to explain. Staff to address the behaviour and not the person. Remember the problem is the problem and not the child.
- Provide the opportunity for children to explain what happen and encourage them to take responsibility for their actions.
- Clear behaviour strategy outlined in this policy to be implemented consistently across the school.

Whole School Behaviour System

Each class across the school follows a clear reward system. Children are noticed for positive behaviour and rewarded with coins and gems for their house teams. The number of coins and gems is counted at the end of the week and celebrated within collective worship and through a group reward.

Rewards for Good Choices

We actively seek to notice and comment upon good behaviour and courtesy by:

- Rewarding children with coins and gems to show that positive behaviour choices have been noticed.
- Rewarding children who have been noticed for repeatedly making positive behaviour choices with a Headteacher Award. This Headteacher Award is then celebrated within school and published in our School Newsletter.
- Children are given a class reward if they achieve a designated number of coins and gems.
- Spotting children for making positive behaviour choices within the school and this is then celebrated within whole school worship.
- Celebrating each house team that have achieved the highest amount of coins in each class. This is then recorded and displayed within school.
- Rewarding the winning house team for the whole academic year at the end of the Summer Term.
- Giving each child in our school the right to 20 minutes Golden Time, which is given to them by the class teacher at the end of each week.
- Termly attendance certificates awarded to children with 100% attendance.

Consequences for the Wrong Choices

The children at Frodsham C E Primary School are encouraged to take responsibility for their own behaviour choices within the classroom and around our school. As a result children generally display very positive behaviour for learning. To ensure that low level incidents of disruption are rare our children are sanctioned through the system of Warning Triangles.

Every time a child receives a Warning Triangle they lose 4 minutes of their Golden Time.

- **Warning** – Adult gives a warning to the child that is making a wrong choice and breaking said school rule. *A warning is given and if the behaviour continues then the child is given a warning triangle for every time they make the wrong choice.*
- **Warning Triangle** – Adult explains that the child has continued to make the wrong choices and they must put a warning triangle against their name displayed in the classroom.

BEHAVIOUR POLICY

- **Second Warning Triangle** – Adult explains that the child is repeatedly making the wrong choice and they must put another warning triangle against their name displayed in the classroom. *At this point the child is removed from the class setting and sent to work within the Key Stage Leaders classroom.*
- **Third Warning Triangle** – Child receives a third warning triangle due to repeated wrong choices and is taken to work with the Head teacher. *At this point parents would be contacted to explain the behaviour issues.*
- **Serious Incident** – **If a serious incident occurs then the child is sent straight to the Head teacher. This includes incidents of: defiance, violence, swearing, bullying and other aggressive behaviour, theft and destruction of property.**
- If a child is regularly sent to work with the head teacher because of continuous wrong choices then a meeting between the parents, Head and Class teacher will be arranged to discuss how to improve the child's behaviour. At this point a behaviour plan will be drawn up, agreed and signed by all parties. External support will be requested if the child's behaviour does not improve despite an Individual Behaviour Plan. This support may include our Family Support Worker.
- Before each step is taken, it is made clear to the child what the consequence is and what the next step will be.
- Staff always use consistent and appropriate language when dealing with behaviour issues around school and always focus on the child's choices and referring to the class/school rules.

Exclusions Policy

In cases of very bad behaviour children can be temporarily excluded for a certain number of days or permanently excluded from school. These measures are very serious and we hope to avoid them by home and school working together.

The procedure governing exclusion is contained in The Department for Education Guidance 2012 (Exclusion from maintained schools, Academies and pupil referral units in England). This policy must be read in conjunction with that document.

- Exclusion means that a pupil does not attend classes for a certain period of time, or even permanently.
- Exclusion is a last resort rather than a form of punishment.
- Examples of when exclusion is used include:
 - Fighting and violence against pupils and adults
 - Verbal abuse and swearing
 - Threatened violence and aggressive behaviour towards pupils and adults
 - Bullying
 - Vandalism and theft
 - Persistent disruptive behaviour including violation of school rules and disobedience

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

If the headteacher excludes a pupil, she informs the parents immediately giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

BEHAVIOUR POLICY

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

The procedure for fixed term exclusion:

1. The Head teacher investigates the incident.
2. A phone call is made to parents asking them to come to the school.
3. A letter is prepared informing parents of the reasons for exclusion and the length of time for exclusion. Their right to appeal is outlined. The class teacher arranges work to be completed at home during the period of exclusion.
4. Governors and LA are informed of the exclusion.

The procedure for permanent exclusion:

Refer to the current Department of Education guidance on their website or publications.

Positive Partnership with Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus and a behaviour booklet for parents, and we expect parents to read these and support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Wherever possible parents will be notified of positive behaviour including notification of Headteacher awards. Parents are encouraged to promptly discuss any concerns they may have regarding their own child's behaviour with the class teacher.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by contacting the Chair of Governors.

3. Staff Responsibilities

Class Teachers' Role

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time, when moving around the school and during school visits.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the school rules consistently. The teacher treats all children in their class with respect and understanding.
- It is the responsibility of the class teacher to record how many warning triangles have been awarded throughout the week and inform parents where necessary.
- Children are never left unsupervised in the classroom.
- Midday Assistants take the responsibility for implementing our whole school behaviour policy.

Head and deputy's Role

- It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all the children in the school.
- The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The headteacher keeps records of all reported serious incidents of misbehaviour.
- The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

Governors Roles

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these

BEHAVIOUR POLICY

guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice and support to the headteacher about particular disciplinary issues.

4. Monitoring and Reporting

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvement.

The class teacher monitors minor classroom incidents. Midday Assistants give details of any incidents to the class teacher or head teacher where appropriate.

- A major incident, which occurs in the class/ playground, will be recorded by the headteacher in the school behaviour file.
- Children will write their own report of an incident on a form, which is to be kept in the incident file.
- Parents will be informed verbally of significant incidents and will be sent a written explanation of the incident- completed by the child.
- All incidents of bullying will be recorded within the behaviour file.
- Any racist incidents will be reported to the LA.

5. Opportunities for Spiritual, Moral, Social and Cultural Development

As a Church of England School our behaviour policy is based on Christian values. This school starts with the belief that all people are good, because they are made in the image and likeness of God. Help and encouragement are given to pupils to strive to make right choices and reflect on the effects of behaviour on others. It encourages self-discipline. It is applied in a spirit of reconciliation and forgiveness, and the opportunity to start again.

Through positive behaviour management we will provide opportunities for pupils' spiritual and moral development in the following ways:

- Modelling and encouraging respect for one another, our school environment and resources.
- Treating others, as we would expect to be treated ourselves.
- Taking responsibility for the choices they make.

6. Equal opportunities

We ensure that the specified aims are implemented for all children regardless of race, religion, gender, ability and disability. We will do this by:

- All teachers and support staff consistently following the behaviour policy and strategy used.
- When addressing inappropriate behaviour, all children will be treated equally and fairly.
- Staff will adhere to the policies for race and equal opportunities.

7. Health and Safety

- Behaviour with high risks of health and safety will be treated very seriously.
- Children who are a danger to them selves and to others will be removed from the situation immediately.
- Staffs respond calmly and without force to inappropriate behaviour. The use of physical intervention (Positive Handling) can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed. The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. (See Code of Conduct)

	Date	Reviewed by	Notes
Policy received	March	S. Jones	Following review of the previous policy S. Jones

BEHAVIOUR POLICY

	2015		consulted the children and staff on how to change sanctions to minimize low level disruption in class and around school. The suggested changes were made.