



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

### Contents

1. Aims.....	2
2. Legislation and statutory requirements.....	2
3. Bullying .....	2
4. Roles and responsibilities .....	3
5. Pupil code of conduct.....	4
6. Implementation .....	4
7. Rewards and sanctions .....	5
8. Behaviour management .....	6
9. Pupil transition .....	8
10. Training.....	9
11. Monitoring and reporting arrangements.....	9
12. Links with other policies .....	9
Appendix 1: written statement of behaviour principles.....	11
Appendix 2: staff training log .....	12
Appendix 3: behaviour log.....	13
Appendix 4: levels of behaviour .....	<b>Error! Bookmark not defined.</b>

At Frodsham CE Primary School we endeavour to:

- Create a warm and welcoming ethos centred on shared Christian values
- Develop happy, confident and resilient children who show respect for themselves and others and make a positive contribution to their community
- Make learning fun inside and outside of the classroom by providing a broad range of exciting and rich learning experiences which challenge and motivate all children
- Recognise every child is unique, meet their individual needs and celebrate their achievements
- Encourage children to be the best they can be

Our core Christian values are: Love, Respect, Kindness, Community, Resilience, Faith.

Presented to Staff and Governors: April 2019. Next review April 2020.

Person responsible: Helen Griffiths

### 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 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 behaviour policy is to promote good behaviour through the use of role models known as conduct ambassadors, 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 behaviour 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.

## 1. Aims

- To provide a consistent approach to behaviour management
- 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 behaviour 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. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## 3. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 4. Roles and responsibilities

### 4.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body also 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 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.

### 4.2 The headteacher and deputy

The deputy headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will approve this policy.

The headteacher and deputy will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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 which is monitored by the deputy.

The headteacher has the responsibility for giving fixed-term exclusions 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.

### **4.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently and treating children fairly, with respect and understanding
- Modelling positive behaviour
- Ensuring 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
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Using the visual behaviour scale and recording points on the behaviour spreadsheet
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Midday Assistants take the responsibility for implementing our whole school behaviour policy by liaising with class teachers and recording in their books.

### **4.4 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 our 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 deal with a child's behaviour, 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 (see website for contact details).

## **5. Pupil code of conduct**

Children are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school

- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## 6. Implementation

### Ways to promote positive behaviour.

- 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 behaviour 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.
- Modelling positive behaviour.
- Highlighting positive behaviour by making explicit what children have done well.
- Providing mastery in 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, through collective worship and at lunchtime.
- Establishing strong home/school links and working closely in partnership with parents.

## 7. Rewards and sanctions

Each class has the same school rules on visual display which are show respect, be a friend and always try your best. Classes spend time (at the beginning of the year) thinking about how they need to interpret the rules for their class (what the rules mean for their year group). These are referred to as positive celebrations of behaviour and as reminders when expected behaviour is not being shown. In each classroom, next to the rules, a vertical behaviour chart is displayed. The chart is divided into seven colours; from the top: gold, silver, bronze, green, yellow, orange, red. The children in the class have their photograph on the chart.

All children start on green and should aim to stay at least here. If a child goes above and beyond and makes a 'conscious effort' to be a 'Conduct Ambassador' they move up the scale. The child comes to the front and puts their picture on the next stage of the chart. They are given a bronze, silver or gold sticker depending on where they are on the scale. When staff see a child with a bronze, silver or gold sticker they should praise the child and ask why they have received it. Children with a gold sticker receive a conduct ambassador certificate in headteacher's award assembly. Children are recorded in the class behaviour record. Children who have worked hard are also acknowledged in headteacher's award assembly. They are given a sticker and they appear on the School Newsletter.

The day is split into three parts: before break, after break, after lunch. At the end of each session (3 times a day) each child having remained on green will get a recognition point. Children with bronze will get 2 points, silver 3 points and gold 5 points. Teachers record the points on their class behaviour spreadsheet. The scores are shared in headteacher's assembly. Fourth place get 1point, third place 2 points, second place 3 points first place get 5 point. These are recorded in a display tube in the hall. The team with the most points at the end of half term receive Platinum Time (during Golden Time). Golden Time is 20 minutes at the end of the week given to children to reward them for their positive behaviour. Platinum Time involves a treat for the children and special privileges including organised games or activities and an additional 10 minutes.

“Top Table” award is given to one child (who can choose a friend) from each class weekly to eat their lunch at the top table on a Friday. This will be chosen by the mid-day assistants and kitchen staff.

Children are also spotted for making positive behaviour choices around the school and this is celebrated in headteacher’s assembly

## 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Points which children earn for their house team
- Moving children up the behaviour scale
- Bronze, silver and gold ‘Conduct Ambassador’ stickers
- Members of school staff acknowledging and praising children wearing ‘Conduct Ambassador’ stickers
- Gold ‘Conduct Ambassador’ certificates
- Special privileges including:
  - Platinum time
  - Being invited to sit on the ‘Top Table’ at lunchtime

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Moving a child down the behaviour scale
- Removing individual points which impacts on team scores
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Meeting with or phone calls home to parents
- Agreeing a behaviour contract

To ensure a consistent approach, a teacher dealing with a child who is not following the rules will:

1. Use removal of approval, kindness, ignoring strategies.

If the behaviours are persistent:

2. The teacher will speak quietly to the child to warn them that if they choose to continue, then they will be choosing to move their name to yellow. The words, ‘This is a verbal warning...’ will be used.
3. The child moves to yellow so they move their picture from green to yellow.
4. The child moves down to orange and see SLT/move to partner class.
5. Move down to red and is sent to the headteacher. This will be communicated with parents.

Children are recorded in the class behaviour record if they are moved to orange or red with a brief outline of what they had done. This is used for monitoring and tracking.

If a child has 3 occasions a week where they have moved to orange this will be reported to parents.

See appendix 4 for levels of behaviours resulting in moving down the behaviour scale

## 8. Behaviour management

Behaviour patterns that relate to an emotional state can vary in severity and magnitude. In order to help identify appropriate support for children in heightened emotional states we have graded levels of behaviour and possible consequences for these actions.

Class teachers will highlight positive behaviours in the class and encourage children to support peers who are showing level 1 behaviours. Rewards and positive strategies will be used regularly throughout learning to promote and support a change from negative behaviour to positive.

Staff will use positive language and try to change negative self-talk in order to support pupils when displaying inappropriate or negative behaviours e.g. I really like it when, I know that you can ....

### **8.1 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.
- Provide the opportunity for children to explain what happened and encourage them to take responsibility for their actions.
- Clear behaviour strategy outlined in this policy to be implemented consistently across the school.

### **8.2 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **8.2 Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

### **8.3 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **8.4 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.

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.



## 9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 10. Training

Our staff are provided with training on managing behaviour when needed. Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

## 11. Monitoring and reporting arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every 12 months. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the [full governing body every 12 months.

- 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.
- Parents will be informed verbally of significant incidents.
- All incidents of bullying will be recorded within the behaviour file.
- Any racist incidents will be recorded and stored on file in the school office.

## 12. 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.

## 13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

	Date	Reviewed by	Notes
Policy received	March 2015	S. Jones	Following review of the previous policy S. Jones 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.
	March 2017	S. Jones	
Policy received	April 2019	H. Griffiths	Following review of the previous policy H. Griffiths consulted the children and staff on how to change sanctions to promote positive behaviour and minimize low level disruption in class and around school. The suggested changes were made.

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

This written statement of behaviour principles is reviewed and approved by the full governing board every 12 months.

**Appendix 2: staff training log**

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

### Appendix 3: behaviour log

<b>Pupil's name:</b>	
<b>Name of staff member reporting the incident:</b>	
<b>Date:</b>	
<b>Where did the incident take place?</b>	
<b>When did the incident take place? (Before school, after school, lunchtime, break time)</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	
<b>What actions were taken, including any sanctions?</b>	
<b>Is any follow-up action needed? If so, give details</b>	
<b>People informed of the incident (staff, governors, parents, police):</b>	

## Appendix 4: Levels of behaviour

The levels of behaviour range from level 1 to level 4.

- Level 1 is low-level interruptions.
- Level 2 and 3 indicate more serious behaviours.

Level 4 have other Health and Safety implications and would warrant a separate plan or policy.

Level	Behaviour	Possible Consequence	Response
yellow	Irritating or rude noises Wandering round the classroom Lounging on desks or the floor Calling or shouting out Dropping litter	1. A quiet word or reminder from an adult. 2. Verbal warning 3. Move to yellow for that session. The child would move back to green from the subsequent session with the opportunity to get a point if there is a noticeable change.	
orange	Unhelpful or uncooperative behaviour Throwing objects Swearing in conversation Making fun of another child's learning Being unkind about a child's family Pushing Telling lies Teasing or taunting Misuse of the toilets Walking away from an adult when being spoken to Doing no work	Sent to SLT Lose of point for the day. Timeout in the classroom. Timeout to another class, some missed playtime for reflection Suspension from after school clubs and sports team for a session Children will be asked to catch up any missed work during playtimes and lunchtimes.	Behaviour Book
red	Stealing Damaging property/ Writing graffiti Swearing or spitting at another person when angry or upset or to cause upset Physical violence e.g. fighting, kicking etc (is it level 4?) Name calling relating to race, gender or appearance Misuse of classroom equipment Stone throwing or dangerous play Racism Refusal to follow instructions Bullying Leaving the classroom without permission	Sent to Headteacher Timeout to another class and some missed playtime for reflection and suspension from after school clubs and sports team for a week. Racist, disablist, HBT incident form completed Bullying Form to be completed. Raised with SLT if there is a possibility that a Parent Attended In School Exclusion or Fixed Term Exclusion may be an appropriate sanction. Repetition may result in a Parent Attended In School Exclusion or Fixed Term Exclusion.	Behaviour Book Parent Meeting Review need for IBP for children at risk of exclusion.

	Answering back/arguing with an adult Refusing to follow a timeout		
level 4	Inappropriate touching e.g. a pat on the bottom or pulling down trousers Extreme physical violence Behaviour that puts other children or adults at risk or in danger Prolonged bullying or threatening/violent behaviour	Fixed Term Exclusion / Parent Attended In School Exclusion Repetition may result in a permanent exclusion. Serious Incident form must be completed in detail and passed to SLT immediately.	Review by inclusion team. Referral to outside agencies. Parent attended in school exclusions.

#### Level 4

Adults should remove children and themselves from immediate danger. Support should be called for and the child with the behaviour issue should be observed from a safe distance. It may be necessary to call for support from another class. By standing in doorways or choosing a good vantage point this should be possible. A serious incident form will be written. Children displaying these behaviour patterns will be given additional support plans and staff and parents would need to consult the policy for children at risk of exclusion. Parents and carers will be involved in discussions about behaviours and each case will be discussed independently and confidentially. Investigations into Health and Safety requirements may be appropriate at this stage.

This policy recognises that as adults in a learning community we have a responsibility to ensure that our provision promotes inclusion, values diversity and scaffolds all learning and experiences to meet the needs of the children. Inappropriate behaviour is a signal that at some level we are not meeting the needs of that child.