



## **Behaviour Policy** **'Inspired to learn, Inspired for life'**

Date of review: Autumn 2018	Date of next review: Autumn 2019
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### **Mission statement**

At Furzeham Primary and Nursery School, we provide a secure, nurturing, high quality learning environment which inspires our children to develop life- long learning skills and enables them to achieve the best future outcomes. A commitment to outstanding behaviour by all of the school community is essential to ensure that all children have access to all aspects of curriculum and wider school life and for the achievement of our aims.

### **Aims**

Furzeham School is a community in every sense of the word, where children, staff, governors, families and the local community work together to develop our school and to make links with the locality it serves. We pride ourselves on our welcoming atmosphere and invite any visitors to our school, to join us in achieving the following aims:-

- To provide the best possible all round education for every child
- To inspire our children to believe in themselves and each other and have high expectations and aspirations
- To deliver a challenging and enriching curriculum, developing inquisitive minds and promoting life- long learning
- To recognise and celebrate the unique qualities in every member of our school community
- To promote safe, healthy lifestyles, excellent behaviour and a respect for each other, our school and the wider world
- To develop spiritually, morally and culturally, celebrating equality and diversity

### **Learning Values**

Our values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of and involved in the life and concern of the community and society, and so to develop their capacity to be active and effective future citizens.

### **Our Key Learning Values**

- Honesty
- Respect
- Resilience
- Responsibility for own actions /learning
- Perseverance
- Friendship

### **Rationale**

We strive to maintain high expectations of behaviour through a positive and consistent behaviour management policy. We want our pupils to thrive in a safe, happy and caring community which shows respect for themselves, other people, their feelings and belongings and to develop an understanding of and respect for religious, spiritual, moral and cultural values of others. In order to achieve this, we as a staff set clear expectations for positive behaviour and model this in our own behaviours. We want the children to learn from this that they are ultimately responsible for their own behaviour and know and understand that they will receive praise and reward for showing these expected behaviours. To balance, they will also be aware that they will face a consequence if their choice is to not behave in an acceptable manner in line with agreed codes. We will always strive to be specific when praising/reprimanding children and point out the reasons for this. We acknowledge that non-specific indiscriminate praise can be detrimental for some.

We recognise that anger is a normal human response and a reaction to a perceived potentially threatening situation, however the intention of this policy is to help children to recognise when they are becoming angry and to put into place actions which may prevent the anger causing hurt or upset.

We adopt the THRIVE approach to identifying and addressing emotional issues which could cause distress.

We invite outside support and advice when needed (Mayfield/Chestnut Outreach) and have a dedicated Lead Pastoral teacher, four pastoral TAs, an accredited THRIVE practitioner, and a wealth of other expertise and resources and use carefully sourced and bespoke materials to support. We also provide support and advice for parents or signpost them to where they can get this. This information is available to our wider community via our schools website and parent hub.

We appreciate that some children experience interruptions in their emotional development caused by relational attachment issues as a result of trauma or loss. These children may not be at a stage where they are able to operate within the parameters of our main behaviour policy and Individual Development Plans (IDP) are put in place for these children (see later section referring to this).

### **General approach for staff and children**

Be positive at all times and use this to embed good behaviour choices and to recognise and publicly celebrate positive behaviour amongst all children and staff. Praise and acknowledgement will be given for making the right choices. All staff will meet and greet every child individually at the beginning and end of the school day. Good eye contact, smiling and generally acknowledging children's individuality is good practice.

If a staff member has cause to investigate or discipline a child for not choosing to behave in an acceptable way, this is treated discretely and away from other children.

Our intention is to embed a 'No Blame, Conflict Resolution' approach to managing behaviour. Staff are trained to resolve issues in this way. This is also the approach that children are encouraged to use and is the basis of the peer mediation approach (see appendix 1)

The intention is that children should self-regulate their behaviour without the need for either of these but we appreciate that these can be useful tools in circumstances where the child has not reached this point of emotional development yet.

### **School codes & school 'code of conduct'**

The school codes have all been written collaboratively by the staff and are written positively. The codes are displayed in and around our school in relevant places and are referred to by staff and children as part of everyday school life. Appendix 2 – Whole School Code; Appendix 3– Lunchtime Code; Appendix 4 – Assembly Code; Appendix 5 –Dining room code.

At the beginning of the school year, staff, parents and pupils are required to sign a 'school code of conduct' (see appendix 6). The code of conduct outlines expectations of behaviour and commitments to the school's ethos.

### **Classroom behaviour code**

Children and staff together create their own class behaviour code at the beginning of the year. The code is displayed in the classroom. The class code is referred to when considering appropriate or inappropriate choices of behaviour.

### **The Golden Rule**

*We treat other people as we want to be treated.* This Golden Rule is in addition to class rules, the school codes and aims. It is displayed in all classrooms and referred to by staff when discussing behaviour with the children. It is the phrase we use when helping children to empathise with others and consider the consequences of their actions.

### **Positive Behaviour**

#### **Foundation Stage**

Children that demonstrate positive behaviour or achievement gain 'steps on a rainbow' which lead towards a 'pot of gold'. Once the children land on the 'pot of gold' they receive a sticker and an opportunity to receive a 'dip in the box' Items within the box generally include basic stationary.

#### **Key Stage 1**

Children are given a Golden Ticket for positive behaviour or achievement. Tickets are put into a box and withdrawn at the end of the day and the person chosen will be King or Queen for the following day. As a reward, they will have certain privileges such as sitting on a chair at carpet time or being first in the line for certain things. Each ticket that is

given to a pupil is linked to individual team points. Children will be able to see visibly how many team points they have gained as the term progresses. Certificates are given in celebration assembly to pupils when they have reached 25, 50, 75 & 100 team points. Children are encouraged at all times to notice and comment on the positive aspects of others.

### **Key Stage 2**

Children are given a Team Points for positive behaviour or achievement. Bronze, silver, gold and platinum individual pupil certificates are given to the child for gaining 25, 50, 75 and 100 team points.

Team points are awarded for:-

- Attitudes to learning
- Academic achievement

On occasions it may be necessary for individual class teachers and or year groups to implement a specific reward system to meet the needs of children within that class.

### **Behaviour Sanctions**

If any child makes an inappropriate behaviour choice the member of staff will follow the sanctions below:-

- In all classes we encourage reflective thinking and time to think about inappropriate actions. Within early years classrooms there are dedicated spaces within the classrooms.
- The class teacher to remind the child of what the expectations are, referring to the specific code and reminding them of possible alternative choices (informal).
- A verbal discussion – this may be with the class teacher, teaching assistant or pastoral team. During this time a no conflict resolution approach is adopted (formal).
- Loss of breaktime (time dependent of severity of inappropriate behaviour choice) – Class teacher to monitor.
- A 'Time Out' lunchtime internal exclusion – this to be with the behaviour lead teacher and information would be added to our 'Behaviour Watch' monitoring programme. Parents would be contacted by the behaviour Lead teacher or class teacher in this instance. 'Time out' will run from 12.15 -12.45. The numbers of days in 'timeout' will be dependent on the behaviour incident or number of incidents.
- A lunchtime external exclusion (pupil is taken off site during the lunchtime period for a set number of days) Parents would be notified by the Head teacher.
- A fixed term exclusion – The pupil is required to stay off school for a set number of days. (Information would be required to be sent to the Local Authority)\_Parents would be notified by the Head teacher.

### **Team points**

The children in years 1 to 6 are split into four different teams, Red, Yellow, Green and Blue (equally shared between the children and grouped with siblings). Children earn individual points for their team by making positive behaviour choices or academic achievement. The points are recorded on a chart in each classroom and count towards individual certificates. At the end of each half term the team with the most points wins the team cup. The winning team receive a reward.

### **Class Target Rewards**

Each class has ten special tokens, which can be earned if the class collectively demonstrate a positive attitude to learning. Once the class has gained all 10 tokens, a reward is collectively agreed by the class. The tokens are prominently displayed to act as a constant reminder. Within reception classes marbles are used instead of tokens.

### **Celebration assembly**

This assembly is held on a weekly basis to celebrate the achievements of the children across the school. During the assembly children are awarded the following:-

- The class teacher nominates two children fortnightly for demonstrating our school learning values. The children will be rewarded with a 'Class Cup' and 'Star pupil' certificate, both of which are to be displayed in the classroom.
- Headteacher's & Deputy Headteacher's award.

### **Lunchtime**

During the lunchtime the children are expected to behave in the positive manner laid out in this policy and in particular the lunchtime code, Appendix 4.

### **Positive behaviour**

During lunchtime we expect a consistent level of positive behaviour. In order to achieve this we have adopted a number of strategies:

- Each area of the playground has been 'zoned' to enable children to engage in physical and sporting activities and build on teamwork, problem solving, friendship and cooperation. There are also 'quiet' areas and opportunities for children who may find lunchtimes challenging to be with a member of the senior leadership team.
- Employment of a qualified sports instructor to assist with cooperative play.
- During our PSHCE lessons we regularly revisit strategies and approaches that children can use to overcome problems and self-regulate reactions to situations that may arise.
- Deployment of meal time assistants within each zone to support and assist children with positive play.
- Year 5 and 6 sports and play leaders who are able to support younger children in how to 'play'.
- Staggered lunchtimes across Reception, KS1 and KS2 classes to reduce the number of children on the playground at any one time.
- Investment of playground equipment and playground markings.
- Implementation of lunchtime code – constructed by members of the schools council

Alongside the strategies adopted to maintain a consistent level of behaviour, MTAs are given the opportunity to reward children with 'team points' if they feel that they have demonstrated any of the core learning values.

### **Behaviour sanctions during lunchtime**

Children exhibiting inappropriate behaviour choices at lunchtime will initially sit in a designated place for 5 minutes in order to reflect and calm down discussing their actions with a MTA. If the action is of a more serious nature the MTA will inform the Senior Lunchtime Supervisor, who will decide on whether the child should be taken out of the playtime situation and given a time out sanction. If the incident occurs between 12.15 & 12.45 the child is taken to the behaviour lead teacher, if between 12.45 & 1.15 the child is taken to the head teacher. During this time the behaviour lead and/or head teacher will spend some time talking through and reflecting upon the incident/event and the choices made. It may be necessary to add information to the behaviour watch monitoring program

### **Individualised Behaviour Strategies**

If a child is consistently exhibiting unacceptable behaviour choices, it may be necessary to initiate a Torbay Behaviour Threshold assessment (see appendix 7). The assessment will be completed by the class teacher or behaviour lead in consultation with the parent(s) / carers. The child will complete their own assessment of how they view their behaviour (this could be a questionnaire or a picture record or be annotated comments). The Threshold document sets out the type of behaviour and the strategies which could be used to reduce unacceptable behaviour.

Individual Development Plans are created for vulnerable children, children with possible attachment issues or behaviours that are best fit, level 2 or above on the thresholds. The SENCO, parents, teaching staff, child, Headteacher and any outside agencies are all likely to be involved in the development of these.

Very occasionally other measures may need to be taken to ensure good behaviour and pupil safety. This could include:-

- The right to search where something could have been brought into school that is potentially harmful to the child or others. This must be sanctioned and carried out by only the HT or DHT in his absence in the presence of another.
- The right to confiscate electronic devices or other property until it can be safely returned to a parent if it is considered that it could be harmful to the child, other children or the values of the school in some way.
- The right to apply 'physical restraint' following the policies guidelines.

Parents and teachers have the right to be kept informed of any concerns of a significant nature and this could be verbally (discretely carried out) through a note, a request for a meeting, at parents consultation evenings, by telephone or other.

All staff are responsible for implementing the behaviour policy. It is the responsibility of the Behaviour Link Governor to monitor this policy and its practical application in school and report to the school governors. The Link Governor is Heather Ingram.

#### Appendix 1

#### Example of how someone might conduct mediation when two children have a dispute, or there has been an incident of some kind.

1. Conduct the discussion with as few people as possible and as privately as possible
2. Stay calm (voice, demeanour) and instil calm in the children (remind respect for each other, no shouting, give cool down time if needed before proceeding)
3. Each child is asked to put forward their point of view, the other must listen and shouldn't interrupt (remind them that even if they disagree with what is being said they should listen and they will get their chance to put across their point of a view in a moment)
4. Once both (or more) perspectives have been listened to, the person mediating will acknowledge the issue (I can see how, this could have caused .....)
5. The mediator will then ask "What can we do to resolve the situation? How can we prevent this from happening again? " and again listen to each perspective ascertaining how we can prevent a future incident and what can we do to make each other feel better
6. If the parties/staff member come to the conclusion that there needs to a sanction for one or both, ask the children what they think would be appropriate and refer to specific school rule or code. Whenever possible both parties should agree on an appropriate outcome/sanction if needed.
7. Agreement should be reached that the situation has been resolved

Note -if an apology is given some children may need to be reminded that 'Sorry' means that they wish that they hadn't done what they had and that they will try their best not to do this again. Sometimes children will struggle to take responsibility and say that they have 'accidents' frequently. In this instance it may be appropriate to instigate some reflection time to allow them to think of a way/ways to stop having so many accidents.

## Appendix 2

### Whole School Code

- Attend school regularly and on time;
- Wear the school uniform and bring all the equipment they need every day;
- Take care of all school equipment and respect each others belongings;
- Learn something new each lesson and to always do their best;
- Share feelings honestly and politely and show consideration for others in school;
- Listen to each other
- Behave sensibly so that we can be happy and safe as we learn;
- Think for themselves and take responsibility for their actions;
- Observe all school guidelines and treat everyone with the respect they deserve;
- Be polite and friendly to each other ;
- Walk in school;
- Keep to the left hand side on stairs and in corridors;
- Use indoor voices;
- Hold the doors open for adults and say 'thankyou' if anyone holds the door open for you.

## Appendix 3

### Lunchtime play code

- It is everyone's responsibility to keep themselves and others safe. Don't put yourself or others in danger. Tell an adult if you think someone is in danger.
- Share the equipment and take turns.
- Be respectful to each other – children and adults.
- Look after the equipment, your belongings and the school. Always hang up clothing.
- Be a good friend. Let others join in your games and talk to children who may be on their own.
- If you choose to play competitive games, show that you are a good sports person.
- Take care not to hurt anyone.
- Try to solve your own problems, or talk to a meal time assistant or your class teacher.

## Appendix 4

### Assembly Code

- Leave the classroom quietly in assembly order.
- Enter the hall silently.
- Sit with our legs crossed if possible and hands in our laps.
- Remain silent in between events.
- Listen actively, facing the front and responding to questions in a respectful manner.
- Show our appreciation of the success of others by clapping politely.

## Appendix 5

### Dining room code

- Do your best to keep yourself and others safe and healthy.
- Wash your hands before eating lunch. Use the gel provided.
- Come in and go out the agreed doors and line up sensibly.
- Always walk in the dining room.
- Reception and KS1 children check whether they can leave or eat their dessert.
- Take responsibility for keeping the dining room clean and tidy.
- Use quiet voices when talking and stop when an adult uses the 'stop sign'.

- Be respectful to each other – children and adults and have good manners at all times.
- Be patient and considerate.
- Remain in your seat when eating.