



# ***Behaviour Policy***

We are journeying together, in partnership, to support and empower each other to live our lives fully as happy, confident, knowledgeable and compassionate people.

Our Christian values inspire us to serve one another and the wider community and value the world around us.

We aspire to be better than we were yesterday and for every child to feel they have achieved. We value the contribution every person makes, as unique individuals, wonderfully made in the image of God.



## Introduction

This policy was developed through a process of consultation between members of staff, governors, parents/carers, pupils and members of our school community. The approach outlined in this policy ensures fairness and consistency. Its success is dependent upon the positive approach to behaviour and it emphasises the need to develop a child's self-esteem as this will influence whatever he/she does and how he/she behaves.

At Fittleworth Church of England Village School, we believe that positive relationships allow everyone to achieve their maximum potential and growth. As part of our school vision at Fittleworth Church of England Village School, we are committed to ensuring that *'we support and empower each other to live our lives fully as happy, confident, knowledgeable and compassionate people.'* In doing this, we seek to actively develop a positive behaviour policy which promotes good behaviour by having agreed rules within each class and across the school that are underpinned by the school's values and ethos.

We aim to achieve this by:

- Developing in all pupils a sense of self-discipline and an acceptance of responsibility for their own actions through the school's Christian distinctiveness, values, children's' roles of responsibility and the school's curriculum;
- Promoting the values of love, respect, responsibility, empathy, service and forgiveness;
- Creating conditions in which effective learning can take place;
- Generating mutual respect between all school members: adults, teachers and pupils, without bias of culture, race and gender;
- Working alongside children and parent/carers to establish positive behaviours of children throughout the school.
- Encouraging kind hands, kind feet, kinds words in all situations

### Our Christian Values are:

Love  
Respect  
Responsibility  
Empathy  
Forgiveness  
Service

### Our Learning Values:

Perseverance  
Responsibility  
Independence  
Determination  
Effort

We encourage all of our pupils to take **PRIDE** in everything they do

At the beginning of the school year Class teachers agree a set of common class rules with their class based around the following principles:

- Talking (when appropriate or levels of noise, learning, movement (around the classroom and school buildings),
- Treatment of others (manners and respect),
- Problem solving and safety,
- Respect for property.

### **Promoting good behaviour:**

We recognise that the clear structure of predictable outcomes have the best impact on behaviour. Our policy sets out the rules, routines and visible consistencies that all children and staff follow.

Our school works a 'House system' to help promote positive behaviour. All pupils are allocated to one of the school's three houses – Buzzards, Kestrels and Falcons - on entry to the school. Pupils are rewarded for demonstrating the school's values, academic achievement and effort towards their learning, which supports our '*Growth Mindset*' approach, which is linked to the whole school reward system: Class Dojo.

To ensure a consistent approach, which is underpinned by our vision and values, and high expectations pupils across the school receive Green Dojos for:

- Acts of Kindness (demonstrating the school's Christian values),
- Showing PRIDE in their work (effort towards their learning which is above and beyond what is expected and showing our schools learning values).
- Aiming for Excellence (academic achievement),

All adults at Fittleworth C of E Primary School can reward pupils through the use of Green Dojos (House Points). During Friday's Collective Worship, the winning house for each week is announced. At the end of each term, the house with the most points is rewarded with an enrichment afternoon.

In celebrating positive behaviours for learning, the school's 'House System' is linked to the Class Dojo system, which also allows parents and carers to be notified – through an app – when their child receives a House Point .

In addition to the use of House Points throughout the school, adults are encouraged to reward pupils in a number of other ways:

- stickers, badges, certificates,
- an activity,
- roles of responsibility,
- sharing a child's achievement with their class, other teachers, HT,
- Positive praise card to parents,
- Their name in the monthly newsletter,

- Dojo messages to parents/carers.

It is expected that all staff will teach, encourage, promote and model good behaviour at Fittleworth CE Village School; therefore all staff and volunteers must explain and demonstrate the behaviour that is expected of all pupils.

- Good manners:
  - Please and thank you,
  - Not interrupting,
  - Not insisting on being first,
  - Holding open doors,
  - Greeting pupils at the start of the day,
  - Welcoming visitors to the school.
- Respect for others, the building and equipment.
- Listening to others.
- Self-control.
- Behaving in an orderly manner.
- Good working habits.

### **Unacceptable behaviour**

Unacceptable behaviour is identified through not following the schools values and ethos.

The following behaviour is ALWAYS unacceptable:

- bullying,
- deliberately damaging property
- racial abuse
- rudeness – defiance
- sexual misconduct
- physical aggression, assault or violence
- stealing
- swearing
- vandalism
- verbal abuse and threatening behaviour

### **Sanctions:**

Any of the above actions can lead to a 'time out' during lunch, suspension from break/playtimes, or in more serious cases internal or suspension from school.

If property has been damaged, the school may ask for it to be paid for by the parent.

It is recognised that every child is an individual and as such has individual needs. Therefore, although the steps below are outlined in detail, it may be necessary for professional judgement to be used in certain cases, which would result in a deviation from the agreed protocol.

These steps provide a clear approach and structure for dealing with unacceptable behaviour and should be followed on all occasions, unless there are reasonable grounds for acting otherwise.

The aim of the sanctions is to give pupils a clear and consistent understanding of the consequences that are a result of unacceptable behaviour.

<b>STAGE 1</b>	<b><i>Informal Warning:</i></b>
<b>STAGE 2</b>	<b><i>Formal Warning:</i></b>
<b>STAGE 3</b>	<b><i>Time out:</i></b>
<b>STAGE 4</b>	<b><i>Removal from Class:</i></b>
<b>STAGE 5</b>	<b><i>Involvement from SLT:</i></b>

An unobtrusive warning is appropriate for low level disturbance. *Making eye contact, calmly saying the child's name.*

A verbal warning is given, making it clear that the behaviour is not appropriate and is having a negative impact on learning. *It is more effective to say this quietly on a one-to-one basis rather than in front of the whole class.*

The child will be repositioned in the classroom and a warning given. The child will also receive an age appropriate 'Time Out' during break or lunch time.

The child will be sent to another class, with work, for 10 minutes or until it is considered they are ready to return to their class to learn.

If the behaviour continues to have a negative impact on learning, a member of SLT will be sent for to assist. Further continuation of unacceptable behaviour may lead to an internal exclusion.

**Time outs:**

The 'Time Out' may take place in the classroom, allowing the child to complete any work that they may have missed or with an adult on the playground. Adults should have a follow up discussion about the behaviour to help the child move forward and to understand if further support is needed (Appendix 1).

If a child receives five 'Time Outs' over a term, the class teacher must contact the parents or carers. If a child receives 5 further 'Time Outs' parents or carers will be asked to attend a meeting with the Headteacher and the Class teacher to discuss their child's behaviour. At this point, an 'Individual Behaviour Support Plan' (Appendix 2) will be created to support improvements in behaviour.

### **Lunchtime Supervision:**

The school recognises the need for quality supervision on the playground at break times. All staff are aware of the need for supporting the behaviour of all children and in particular to be vigilant in specific circumstances. Consequently, there are clearly designated zones for supervision. Staff should be on the playground before children leave the school building and last off the playground at the end of break times. All staff on duty wear a pink high visibility jacket.

### **Internal Exclusions:**

Where a child is at risk of suspension, it may be appropriate for an internal exclusion to be used in the first instance. This is intended to make clear to the pupil the need for a significant change in behaviour. In such cases, the pupil will work in another class, or in the Headteacher's office, completing work set by the class teacher or Headteacher as appropriate.

Where an internal exclusion is used to manage behaviour, parents will be informed. In addition to this, parents or carers will be requested to attend a meeting to discuss the support and expectations that need to be put in place.

### **Suspension and Permanent Exclusions**

It is the school's hope that suspensions will be a very rare final sanction; however in extreme circumstances it might be invoked. It would normally be required if a child had shown gross disregard for the school values and/or:

- Committed an offence outside the law,
- Put others (children or staff) at risk, including physical and or/ sexual assault,
- Seriously impacted the education of others.
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Suspensions are for a fixed period of time of up to 5 days depending on the severity of the action. In exceptional circumstances, it may be appropriate to permanently exclude a child from Fittleworth CE Village School. This decision will be considered as a last resort where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in the school, or in cases of serious or persistent breaches of this policy.

### **Use of Reasonable Force:**

Managing children's behaviour may sometimes require, for safety reasons, physical intervention. Relevant staff have received Team Teach training.

## **Anti- Bullying: (Please see separate Anti-Bullying Policy)**

Bullying of any kind is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school and encourage all pupils to 'Speak out and Stay Safe.'

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

At Fittleworth CE Village School we define bullying as being:

***“When someone deliberately continues to hurt someone over and over again and when they hurt your feelings or your body.***

***Bullying can be cyber, physical or verbal”***

Bullying is not:

- a one-off fight or argument,
- a friend sometimes being nasty,
- a disagreement with a friend.

Bullying can take many forms, but the main types are:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet ,such as email, internet chat room misuse, sexting and mobile threats by text messaging & calls, misuse of associated technology , i.e. camera & video facilities

### **Out of class Behaviour:**

The law states that Teachers have the power to discipline pupils for misbehaving outside of the school premises, 'to such an extent that is reasonable,' (*DFE Behaviour and Discipline in Schools 2016*).

Fittleworth CE Village School will investigate non-criminal bad behaviour and bullying which occurs outside the school premises and which is witnessed by a staff member or reported to the school. The school will respond in the same way as it does to inappropriate behaviour within school and may impose the same sanctions in discussion with parents and members of the public involved.

The school may put in place consequences when a pupils is:

- 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,
- misbehaving at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school,
- posing a threat to another pupil or member of the public that could adversely affect the reputation of the school.

Whilst on school trips, staff will ensure that members of the public are not inconvenienced or put at risk by pupil(s) activities or behaviour, and that they do not bring the school into disrepute.

### **Strategies to support children to manage their behaviour:**

In working alongside families, the school will implement an 'Individual Behaviour Support Plan' if a child's behaviour is a cause for concern. A plan will be created if a child reaches 10 lunch/play 'time outs' in a term, or earlier if there is a need for an intervention. The plan is created with the child, parents and the class teacher, with key focus on the child identifying their behaviours and the steps they need to take to improve their behaviours.

The SENDCO will work with parents and class teachers to ensure that full consideration is given to any key factors which may affect a child's behaviour and will work alongside others to ensure that appropriate support is given, seeking external advice and help when appropriate.

Targeted in school support, including access to nurture sessions or psychotherapy may also be necessary for pupils.

At Fittleworth C of E Village School, we consider the health and safety of all children is paramount. Therefore in certain situations where a child's behaviour is a cause for concern, discussions will be held between the parents and the school's SLT as to what action needs to take place for a child to participate in a visit or activity outside of the school safely. Actions may include:

- A parent or responsible adult from the child's family accompanying the pupil,
- The pupil remaining at school where another teacher takes responsibility for them.

This policy has been written with reference to the above and the following:

Anti-Bullying Guidance for Schools – DCSF - 2007

Behaviour and discipline in schools – DfE - 2016

Delivering the behaviour challenge – DfE - 2009

Ensuring good behaviour in schools - DfE- 2011

Exclusions from maintained schools, academies and maintained schools – DfE – 2012

Appendix 1: Behaviour Reflections

## My Behaviour Reflections

Name: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

What went wrong today?

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How upset did I get?



Very upset



Quite upset



A bit upset



Not upset at all

Did I stay calm?



YES



NO

Which rule did I break?

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How do I think my teacher feels about this behaviour?

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What can I do to make things better?

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**Which adults can help me to do this?**

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**How do I feel now?**



Very upset



Quite upset



A bit upset



Not upset at all

**What can I do to stop this happening again?**

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Stage	When this stage is necessary?	What happens at this stage?	What needs to happen next?
0	XXXX is working well in class.	I am doing good listening. I am following instructions. I have kind hands, feet and words	Teacher gives praise, awards dojos.
1			
2			
3			
4			
5			

**Appendix 2 : Individual Behaviour plan**

Signed parents: \_\_\_\_\_

Head teacher: \_\_\_\_\_ Class teacher: \_\_\_\_\_

Date agreed: \_\_\_\_\_

## **Appendix 3**

### **Non Verbal Cueing**

Non-verbal cues are a quick and effective way to raise a pupil's behavioural awareness. This could be pointing to your ears to indicate a group should be listening or holding up an open hand to indicate that the teacher would like a groups or classes attention. NB – when using cues it is important to be aware of emphasising or gesticulating in a non-threatening way (not pointing or tapping on a table for example). **Immediate consequences**

Examples include:

- sitting away from others (after repeatedly distracting fellow pupils) - working away from others (relocation in the room) - cool off time within the room.
- time out, away from the activity or classroom.

### **Deferred consequences**

Deferred consequences range from the 'chat after class', through to a lunchtime detention. A deferred consequence such as a detention should relate to the behaviour, e.g. finishing off work, or drawing pictures / describing what went wrong and how to fix it.

### **Following up**

Some behaviour issues can be followed up after class. This may include cleaning/packing up in own time or finishing work during lunch and then follow up the behaviour one to one with the pupil.

When following up consider:

- 'calm' self before calming the pupil.
- tune in to how they may be feeling.
- avoid 'rushing' the dialogue.
- use open body language and avoid crowding personal space.
- avoid arguing; keep the focus on the behaviour/issue.
- adopt a pleasant tone.
- refer the pupil to the class agreement or rule that has been broken.
- allow the right of reply.

This may also involve a 'negotiated consequence' where the teacher and pupil agree an appropriate resolution / restitution for the situation.

### **'I' statements**

These can be used to convey the teacher's needs and concerns or to tune in to the pupils needs and concerns: 'I can see you're upset, is it because...' or 'I feel concerned/worried/upset, that you are...' It may also be directional 'I want you to put your hand up without calling out' or 'I want you to go back to your seat and work...'

### **Safe Touch**

Touch on the upper arm/shoulder to affirm an instruction or to provide physical reassurance.

### **More than 'catching them being good'**

Children with high attention needs and distracting, disturbing attention behaviours also need to be taught how to gain fair and appropriate attention. To do this we need to directly teach them alternative patterns of behaviour and social skills. With all children we need to be aware of ensuring we have communicated in the best way for them e.g. discussion, modelling, drawing, social stories etc.

## **Appendix 4 Behaviour checklist for teachers**

### **Classroom**

Know the names and roles of any adults in class.

Meet and greet pupils when they come into the classroom.

Display rules in the class - and ensure that the pupils and staff know what they are.

Display the tariff of sanctions in class.

Have a system in place to follow through with all sanctions.

Display the tariff of rewards in class.

Have a system in place to follow through with all rewards.

Have a visual timetable on the wall.

Follow the school behaviour policy.

### **Pupils**

Know the names of children.

Have a plan for children who are likely to misbehave.

Ensure other adults in the class know the plan.

Understand pupils' special needs.

### **Teaching**

Ensure that all resources are prepared in advance.

Praise the behaviour you want to see more of.

Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).

Differentiate.

Stay calm.

Have clear routines for transitions and for stopping the class.

Teach children the class routines.

**Parents**

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

*Source: Getting the simple things right: Charlie Taylor's behaviour checklists*

*DfE 2011*