



William Fletcher Primary School

BEHAVIOUR POLICY

William Fletcher School is a Rights Respecting School, this policy reflects Articles 17 (access to information) 24 (a safe environment) 28 (right to education) of the UN convention on the rights of the child.

1. Rationale

At William Fletcher Primary School, we believe that children have a right to be able to reach their full potential. Both children and adults have the right to work in an environment which is safe, stimulating and happy. Every child and adult has the responsibility to ensure they allow the school community to work in a safe, stimulating and happy environment.

This policy sets out how at William Fletcher Primary School we promote good behaviour and how we use sanctions and rewards to ensure our school is a place where all children and adults are able to flourish.

2. Key features

- Our school is a Rights Respecting School, this is a thread that runs through all that we do at William Fletcher.
- Our school has a positive atmosphere which is based upon our shared values and on our strong sense of community.
- We actively promote mutual respect, self-discipline and responsibility.
- The headteacher and senior leadership team provide effective support and leadership in ensuring good behaviour throughout the school.
- Our teachers and teaching assistants model good social and learning behaviours.
- We develop constructive partnerships with parents and where necessary relevant agencies to support and enable children to meet their full potential.
- We aim to be vigilant and alert to signs of bullying and racial harassment.
- The use of discriminatory language is not tolerated under any circumstances.
- We actively encourage good manners, consideration and courtesy towards others and look for opportunities to recognise and celebrate positive behaviour.
- We believe that clear communication and clear guidelines that are understood by all involved, is essential for good behaviour.

- We believe that talking about behaviour both to children and parents in a constructive way is a positive reinforcement to good behaviour.

3. Roles

All members of our school community have an important role to play in promoting and maintaining good behaviour.

The Role of Pupils

We encourage children to manage their own behaviour and understand that there are good and bad choices and that they use their own personal power to make choices. At William Fletcher Primary School we understand the importance of educating the whole child, in order for them to play an active and constructive role in their communities as adults. We do this by giving children responsibility and encouraging self-discipline.

We explain to children that disliking negative behaviours and attitudes they display is not the same as disliking them as individuals and that the implementation of sanctions does not mean that the child is disliked, only the behaviour.

We encourage children to take responsibility for their own learning and to discuss their targets and expectations with their teachers. We give older pupils the opportunity to act as good role models. Through after-school clubs and activities, we offer children the chance to further interests and talents - thereby focusing on the whole child, rather than purely academic success.

Through our programme for PSHE and RSE (Jigsaw) and using the language of Family Links, pupils have an understanding of their differences and similarities, and what it means and feels like to live as part of a harmonious community.

The Role of Staff

All members of staff working at William Fletcher Primary School are expected to discipline pupils for poor behaviour following agreed strategies and practices. Staff understand that to promote positive behaviour they should:

- Support the maintenance of an emotionally safe, calm and positive working environment
- Get to know children as individuals and to understand them well
- Praise children regularly for good behaviour and effort
- Use rewards and sanctions clearly and consistently

- Be a good role model
- Have fair and consistent expectations
- Involve children in setting targets and expectations for the class and individuals
- Be aware of vulnerable children, and avoid labelling
- Deal firmly but fairly with any inappropriate behaviour, calling on the support of senior staff if appropriate
- Be aware of any particular problems, which are happening outside school which may affect a child's behaviour. ^[1]_[SEP] Teachers have a statutory power to discipline pupils for misbehaving outside the school premises (see section 8).
- Staff are aware that some children need more support with managing their behaviour than others, this is shared with the child's parents and carers.

The Role of Parents and Carers

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. Parents and carers, and pupils are invited to sign our Home School Agreement, which includes a statement about expectations of behaviour.

Early working relationships are established through Induction meetings with the Headteacher and key members of staff. At these meetings, expectations in terms of work and behaviour are shared with parents. We have an open-door policy and parents are encouraged to come in and discuss any issues with the teaching staff.

Parents are welcomed to help within the classroom for example helping with reading or supporting school visits. Parents and carers can support the school by encouraging pupils to develop attitudes of self-respect, self-discipline and honesty. They should encourage their child to complete homework regularly and to take pride in their learning.

The Role of the Headteacher

It is the role of the Headteacher to ensure the health and safety of every child in her care including having a strong behaviour policy to support staff in managing behaviour.

The Headteacher will:

- Set out measures in the Behaviour Policy which aim to: Promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, regulate the conduct of pupils
- Take account of the Governing Body's statement of behaviour principles.
- Publicise the school Behaviour Policy on the school website, to staff, parents and pupils at least once a year.
- Set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against staff.
- Ensure the standard of behaviour expected of all pupils is included in the school's Home-school Agreement which parents are invited to sign following their child's admission to school.
- Acknowledge the school's legal duties under the Equality Act 2010 in respect of pupils with SEND. A report on the overall behaviour of our pupils should be given to governors annually and any particular patterns of behaviour noted. Any more serious misconduct may lead to fixed-term exclusions and LA guidance will be followed in these exceptional circumstances.

The Role of the Governing Body

The Governing Body will ensure that policies designed to promote good behaviour and discipline on the part of its children are pursued at the school. The governors support the Headteacher in implementing the Policy and being aware of its effectiveness.

Specifically, the Governing Body will:

- Provide clear advice and guidance to the Headteacher on which she can base the school Behaviour Policy. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school. They must not include 'no search' or 'no contact' policies in their guidance.
- Through the Behaviour Policy, help members of staff better understand the extent of their powers and how to use them.
- Instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse Against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.
- Ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

4. How we promote good behaviour in our school

- All staff and children regularly discuss behaviour and expectations around behaviour (see section 6) through: Class circle times, PSHE (Jigsaw) sessions, assemblies, pupil voice groups, staff meetings and governors' meetings.
- We involve parents and carers in supporting our Behaviour policy through the Home/School agreement. Our policy for Behaviour is available to parents via the school office and is also on our school web site.
- We encourage all members of the school community to realise that they each have a positive part to play in the life of the school (e.g. children have the opportunity to take on leadership roles within their class as well as across the school, parents and carers have the opportunity to visit school, to volunteer in classes and to take an active part in the PTA).
- We actively promote a positive attitude to learning and overtly acknowledge children's achievements and behaviour. We do this by regularly recognising and rewarding good work, good behaviour, good attitude and achievements both in and out of school (e.g. whole class rewards, class gold clouds, merit points, arrow badges, headteacher letters home, certificates, name published in the school newsletter and recognition in school assemblies).
- **All staff have a consistent approach to classroom management where the language of the Family Links nurture programme is used.** This means that children learn about their use of personal powers and the choices they make have consequences which are always followed through by school staff.
- Children in Foundation Stage have a Kindness Tree, their names are placed on the Kindness Tree when they behave in a positive and respectful manner towards each other. Over the year the tree is filled with the names of the children and their kind actions. This is celebrated weekly in the class.

5. Strategies for good behaviour

- Interesting, appropriate and relevant teaching and learning experiences for all children
- A range of teaching strategies (see The Teacher's Toolbox) used to meet the needs of all children
- Staff provide regular work breaks which are often active in their nature
- Whole school code of conduct used by all staff
- Staff refer to class charters
- Clear school rewards and sanctions which are communicated to all children, parents and carers

- Early identification of children who are experiencing difficulties in their behaviour at school. Individual behaviour support plans put in place
- Training for all staff, including: Jigsaw, Family Links and Team Teach.
- Strong partnerships between school and other agencies
- Discussions in pupil voice groups
- Class circle-times
- Nurture groups
- Extra-Curricular clubs
- Involvement of parents and carers
- Pride in our environment where each class is well organised and children's work is displayed
- Diffusing situations
- Use of humour
- Identifying good behaviours, spotting them when they occur and thanking the child. This makes it overt to all of the children which good behaviours we are looking for in school
- Encouraging the children to spot good behaviour in the class and playground
- We use a multisensory approach with younger children to reinforce good behaviours.
- Staff use the Zones of regulation programme to support the behaviour of some children, where appropriate.

6. Rights Respecting School

In July 2018 the school achieved the Rights Respecting school award, gold level. The school gained re-accreditation Gold level in September 2021. As a Rights Respecting School we teach our children about the UN Convention on the Rights of the Child. The children learn about the articles of the convention, each class makes a class charter at the beginning of the year based upon some of the articles. The children together with their class teacher decide which 3 articles they want to use for their class charter, they decide what both the children and the adults in the class need to do in order to fulfil the articles. During the school day the class charter is referred to, drawing the children's attention to their rights and the role we all play in ensuring they can be met effectively.

School Code of Conduct

- Be kind and helpful.

- Be gentle.
- Work hard.
- Listen to adults and children.
- Be honest.
- Do as requested by staff.
- Respect yourself, each other and your environment.

The School Code of Conduct is viewed and discussed with children in the context of the UN convention of the Rights of the child.

Reference is made to the school code of conduct when children are behaving well, as a way of positively reinforcing desired behaviours. Reference is also made when talking to children whose behaviour has been poor.

All adults in the school understand that they are duty bearers and have a responsibility to ensure the articles enshrined in the convention are a daily lived out reality in the classroom.

7. Sanctions to address unwanted behaviour

From time to time children may not behave in the manner we expect. At William Fletcher Primary School staff encourage children to moderate their behaviours by:

- Regularly reminding children about the class charter and school code of conduct.
- Actively pointing out good behaviour as it occurs through the day.
- Teaching children how to modify and manage their own behaviour.
- Using the language of choice and consequence, reminding children how to use their personal power in a positive way.

Children are made aware by their class teacher of the sanctions that will come into effect should they break the code of conduct or display continued unacceptable or inappropriate behaviour. These sanctions could include:

- Loss of playtimes
- A repair sheet (see appendix 1) outlining the school code which has been broken
- A letter of apology
- Loss of privileges – e.g. taking part in class golden time

Recurrent minor incidents of disruptive behaviour within the classroom are recorded by the classteacher, using the school electronic recording system CPOMs and monitored at classroom level. Any trends in behaviour will be brought to the attention of the Senior Leadership Team.

Where sanctions are necessary parents and carers will be informed at an early stage if there are concerns about a child's behaviour.

Behaviours of a serious nature are referred to the senior leadership team, a behaviour note is made on the school CPOMs record system by the classteacher and/or the member of the senior leadership team, these behaviours include:

- Bullying (see Anti-bullying policy and Safeguarding policy)
- Racism
- Physical assault
- Abusive language
- Vandalism
- Stealing
- Truancy
- Use of homophobic language

The following strategies listed below will be used to address these poor behaviours;

- Withdrawal from class for the rest of the day
- Loss of playtimes
- A phone call to parents and carers informing them of the problem
- Further follow up meetings with parents and carers as necessary
- Advice taken from the behaviour Support team and the setting up of a Pastoral Support Programme if needed
- Regular meetings involving parents, carers and support agencies if appropriate
- Our school SENCo (Special Educational needs Co-ordinator) will coordinate a joint working approach with parents/carers and other agencies to support children displaying poor behaviour

In severe incidences of poor behaviour, fixed term and permanent exclusions will be made in line with the current government legislation. A decision to exclude is never taken lightly, however we will not tolerate the welfare and education of our children being put at risk by the inappropriate behaviour of individual children.

8. Addressing poor behaviour outside school

Teachers have a statutory power to discipline William Fletcher Primary School children for misbehaving outside of the school premises. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, should be

brought to the attention of the headteacher who will follow-up the incident in line with procedures agreed within this Policy.

The teacher may discipline a child for any misbehaviour when the child 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

Misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child or member of the public
- Could adversely affect the reputation of the school

If teachers witness bad behaviour outside school, they should consider their own safety and well-being before intervening. If the personal safety of staff is not at risk, the child / children should be asked to refrain from the offending behaviour and understand why the behaviour is unacceptable. No punishments should be imposed before discussion with the Headteacher or member of the Senior Leadership Team. ^[SEP]The Headteacher will consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. In addition, staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case staff should follow the Safeguarding Policy.

9. Screening and Searching

Legal provisions enable school staff to confiscate, retain or dispose of a child's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Headteacher or a member of the Senior Leadership should be informed immediately. The property should be given to the Headteacher who will make contact with parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (the Government intends to add to this list). If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies.

Parents will always be informed if their child has been searched. In the event

of weapons or knives being confiscated these will always be handed over to the police.

10. Power to Use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff should make themselves familiar with DFE guidance 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' as well as the school's Policy for Positive Handling.

11. Pastoral Care for Staff Accused of Misconduct

The Headteacher in consultation with the Chair of Governors, will contact the Local Authority's Safeguarding Team and draw on DFE guidance 'Dealing with Allegations of Abuse Against Teachers and Other Staff' in cases of allegations that a member of staff (including volunteers):

- Has behaved in a way that has harmed a child
- May have harmed a child
- Has possibly committed a criminal offence against or related to a child
- Has behaved towards a child or children in a way that indicates he or she is unsuitable ^[L]_[SEP] to work with children. ^[L]_[SEP] Any such allegation will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. A member of staff who has been accused of misconduct will not automatically be suspended, pending an investigation.

12. Monitoring and Evaluation

It is important to know that our policy is working effectively and the extent to which it is having an impact on promoting positive behaviour, and in tackling and avoiding bullying. This policy will be reviewed on a yearly cycle by the staff team and school governors. Discussions on behaviour will take place regularly at Staff meetings, Senior Leadership Meetings and Governor meetings. Focused discussions with children will take place regularly through the school year. Parental views will be obtained through the Annual Parent Questionnaire. As a school community we need to make sure that we are all following a consistent approach to promoting positive behaviour in our school.

When governors or others undertake monitoring, they will need to establish the extent to which this policy ensures children:

- Are clear about expectations for their behaviour
- Have positive attitudes toward their learning and their behaviour
- Behave well in lessons and around the school, and are considerate, trustworthy and respectful towards adults and their peers
- Work in an environment that promotes equality and inclusion.
- Show initiative and are willing to take responsibility
- Have high levels of attendance
- Are excluded from the school only in exceptional circumstances

SEP

Policy Name	Behaviour Policy
Frequency of review	Yearly
Written	November 2016
Written by	Deborah Nind Headteacher
Reviewed	November 2017 November 2018 November 2019 November 2020 October 2021 September 2022

Thinking About My Behaviour - KS1

Name:

Date:

Write or draw a picture to show what happened.....

Write or draw a picture to show how you will put it right

Child:

Parent:

Thinking About My Behaviour - KS2

Name:

Date:

The behaviour that got me into trouble was

It was unacceptable because

The rule that I broke was

The people affected by my behaviour were.....

To put it right I am going to

To avoid this in future I will

Child:

Parent:

Behaviour Guidelines

Movement around the school

We are aware that children need regular reminders regarding movement from the playground to classrooms and along corridors during the school day.

All members of staff monitor and regularly remind children to walk in the school building, making sure that they hold open doors for each other and adults in the school.

At the beginning of the day staff are asked to be in their classrooms before the children enter the school and to use the opportunity to welcome the children and thus promote a friendly, happy atmosphere.

The Senior Leadership Team will monitor children's movement around the school.

Lunch Break

Research shows that the supervision of pupils at lunchtime is the biggest single behaviour related problem and needs to be regularly monitored and reviewed.

The following measures are employed to provide an enjoyable break with the minimum of risk to safety and with equal opportunities in mind.

1. The meal is seen as a social occasion and children are expected to be orderly. The children sit in friendship groups. Supervisors move between tables encouraging good table manners. The atmosphere is expected to be relaxed and happy.
2. Play arrangements remain the same as for break arrangements with play equipment to be made available in all playgrounds. During the Summer Term at the discretion of the Lunchtime supervisors, children have an opportunity to play on the field.
3. Wet lunchtime arrangements follow the pattern of wet break times. The Lunchtime supervisors in consultation with Senior Leaders will decide when children will stay in.

Senior Leaders have the responsibility of monitoring lunchtime arrangements and recording any incidents.

Playtimes

These procedures apply at lunchtime and at playtimes.

KS1 and LKS2

1st whistle - children stand still.

2nd whistle – children walk and line up in their class groups.

Class teachers walk their children into class.

Wet weather

Teachers and teaching assistants on duty monitor the children in their classrooms during wet play. Teachers should organise games, computers, books, activity sheets to keep the children occupied during wet play/ lunch times.

Assemblies

Class teachers must ensure that their classes are lined up quietly in their classrooms, before leaving for the hall, taking into consideration groupings/lining up in order to promote good behaviour. The children must enter the hall quietly and sit down in their respective positions.

Staff take a corporate responsibility for ALL the children at ALL times, so that any child causing a problem, may be spoken to by his or her own teacher or by any other teacher in the vicinity. Music is provided for listening, not as a background noise.

Our daily assemblies are used to reinforce the school's values and include promoting our expectations relating to how we should behave towards each other.

