

Fleecefield School

BEHAVIOUR POLICY



Reviewed Autumn Term 2021

FLEECEFIELD PRIMARY SCHOOL

Behaviour Policy Statement

Fleecefield is an ambitious, secure and inclusive learning community, where everyone has high expectations of each other and is expected to develop to their full potential. Through strong partnerships and a passion for life-long learning, we successfully grow together to be valuable contributors to our diverse community and to a global society. Our values are the following:

**RESPECT
RESPONSIBILITY
RESILIENCE**

All members of Fleecefield agree and share the above values and the following principles.

We:

1. Help children to recognise their own powers of self-discipline in order that they may operate within school and relate to people in a caring and confident manner.
2. Use positive re-enforcement to promote and encourage appropriate behaviour.
3. Support children in the development of the skills needed to deal with aggressors by being powerful without using violent or abusive retaliation. We recognise that we need to seek parental support for our "don't hit back" policy.
4. Support children who are the victims of aggressors.
5. Encourage all children to be actively involved in the implementation of this policy by helping them to take charge of situations verbally.
6. Minimise the number of exclusions.
7. Have high expectations of everyone's behaviour.
8. Make sure that a child knows that when there are issues, that it is the behaviour not the person that is unacceptable.
9. Avoid confrontation.

Occasionally it may be necessary in extreme circumstances to exclude a child from school. In a case of permanent exclusion this will be as a last resort and the decision to exclude will only be taken by the Head teacher, or in her absence, the Deputy Head teachers. The Local Authority policy and procedure on exclusion will be followed by all concerned. The Governing Body values parental support in maintaining positive behaviour at school in line with this policy.

Education Act November 2011

In order to comply with the revised regulations:

- All staff with responsibility for pupils have a duty to maintain pupils good behaviour by challenging inappropriate behaviour and applying agreed sanctions consistently.
- To maintain good order and a positive learning environment staff may need to use reasonable force; to prevent a pupil injuring themselves or others, committing an offence or damaging property.
- Allegations of abuse will be taken seriously with every effort being made to maintain confidentiality. The school will follow the Local Authority guidance, including action against pupils who are found to have made malicious accusations against school staff

Special Educational Needs and Disabilities

Under the Equality Act 2010 and the Code of Practice 2015, reasonable adjustment are made to ensure that pupils with additional learning needs and disabilities are not at a disadvantage. We take a sensitive, individual approach to managing the behaviours of our children with special needs and social, emotional mental health.

Use of Reasonable Force

Under the advice from the Department of Education 'Use of Reasonable Force' 2013, all members of school staff have a legal power to use reasonable force to either prevent pupils hurting themselves or others, from damaging property, or from causing disorder. However this is a last resort. Also reasonable adjustments are made with regard to our children with special educational needs depending on the circumstances and the needs of the pupil concerned. All staff understand that it is crucial to minimise the use of force
When the use of force is necessary the following procedures will be followed:

1. to treat the child with respect at all times
2. to continue to talk calmly offering the child safe choices.
3. to always call immediately for support from a colleague
4. to release as soon as possible – minimum force/minimum time
5. to complete a notification to CPOMS/Behaviour Support Service form, as soon as possible.
6. to inform the parents

While all staff have a duty of care and can use reasonable force as described above. some staff, as directed by the Headteacher, will have additional training (ie satisfactory completed the Approach training). In the event of a serious incident the member of staff present should call for support from one of these senior colleagues.

While the majority of children will never demonstrate behaviour that requires these steps there are a few children whose behaviour may warrant physical handling on a more regular basis. In this situation a Risk Assessment will be prepared and the parents will be informed of all necessary procedures.

The role of the parents

This policy is dependent upon parental support and it is given to all parents/carers as they enroll their child into school. Our Home School Agreement (Appendix 1) sets out how we aim to work with all our children and families to maintain high standards of behaviour, attendance and achievement. It is our expectation that families will support the school in achieving this aim.

The role of the Headteacher:

It is the responsibility of the Head teacher to implement appropriate procedures to ensure that these values and principles are met with a view to promoting good behaviour and discipline on the part of the pupils at the school and generally regulating their conduct. It is for the Head teacher to decide the standard of behaviour that is to be regarded as acceptable at the school.

The role of Governing Body

The Governing Body is responsible for reviewing the effectiveness of this policy, and supports the Headteacher in establishing high standards of behaviour. The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour

The role of the Class teacher

It is the responsibility of the class teacher to ensure that the school ethos, aims and values are adhered to in their class. Appendix 2 details strategies employed at Fleecefield Primary School for promoting good behaviour and setting high expectations.

The adults treat each child fairly and apply the classroom code consistently.

The teacher treats all children in their class with respect and understanding.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy of assessment. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The class teacher liaises with Senior Leadership Team to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Assistant Head for Inclusion or Lead Teacher for Inclusion, who may, if necessary, consult the Enfield Specialist SEMH Team - SWERRL (Strengthening Well-Being, Emotional Health, Relationships and Readiness for Learning). In some cases children will require a Pastoral Support Plan and a Team Around the Child approach, which involves relevant people working together to support the child.

The Fleecefield Rewards System:

The classroom 'Peg Chart' system :



Each child has a name peg and all children start the day on the green zone 'Ready to Learn' position. Adults in class and around the school are also able to reward positive behaviour by informing the class teacher and asking for that child's peg to be moved up on the peg chart

Effort charts will be used in conjunction with the class peg chart system. At the end of each day, all those children who have reached silver or above will gain a sticker for their effort chart. This will enable those children to have a daily reward (in the form of a sticker) that will build up to them receiving their first Effort badge. These badges will be presented to them in assembly.

Badge 1



Badge 2



Badge 3



Sanctions: Early Years and Key Stage 1

Stage 1: If a child chooses not to demonstrate good learning behaviours, the class teacher places the child in **"Time In"**. This is a space in the classroom, of the teachers choosing, which gives them time to reflect on their behaviour. The time is limited by using a sand timer and should be *no longer* than 7 minutes.

Stage 2: **"Time out" in a partner class.** The time is limited by using a sand timer.

Stage 3: A member of the Senior Leadership team is involved and families are advised.

Sanctions: Key Stage 2

Stage 1, 2 and 3 as above.

Stage 3+: Aggressive and defiant behaviours will always be challenged by the adults in the school community. This will result in an immediate referral to a member of the Senior

Leadership Team and incidents of serious misconduct will be reported in the **Red File**. Families will be advised. Repeated entries into the Red File will result in missing rewards decided upon by the teacher and Phase Leader.

Pupils will spend their lunchtime reflecting on their behaviour and will fill out a Reflection form.

Rewards and celebration in response to positive behaviour and achievements:

We praise and reward children for good behaviour in a variety of ways:

- Achievement assembly, commending children for demonstrating resilience, perseverance, making connections, reflection, exploration, collaboration.
- Awards, such as the Friendship Cup, Abdullah Award and Sunshine Award
- Recognition of sporting and extra-curricular achievement during assemblies.
- A celebration of the highest attendance of the week is conducted in assembly.

Lunchtime Supervision

The responsibility of supervising the children during the lunch period will rest with the Senior Leadership Team and the Lunchtime Support Team. A member of Senior Leadership Team will co-ordinate the supervision arrangements and is responsible for dealing with any serious incidents of inappropriate behaviour.

During the lunch break, children will be encouraged to share play space and equipment in a co-operative way. The Lunchtime Support Team will have opportunities to help the children organise their play successfully, children will also have opportunities to take responsibility roles in the playground.

"Time Out" may be used to withdraw a child from the playground or dining hall, if there is an incident of unacceptable behaviour. The child will be directed to a "Thinking Wall" for a limited period of time.

Members of the Lunchtime Support Team will make a referral to Senior Leadership Team for serious incidents of inappropriate behaviour. If a child persistently finds it difficult to behave appropriately during the lunch break, then families will be advised and a support plan will be devised.

For Key Stage 2 pupils, misconduct and incidents in the playground will be referred to Senior Leadership Team. If deemed necessary, the consequence will be a lunchtime spent reflecting on their behaviour. This is led by a member of the Leadership Team.

Exclusion

Internal: In circumstances of serious misconduct a child may be internally excluded for a fixed amount of time. During this time a child is sent to a neighbouring classroom with work to complete.

Fixed Term: In extreme circumstances the decision may be taken by the Head teacher, after consultation with appropriate staff, to exclude a child from school for a fixed period of time. Governors will be informed, and parents will be asked to accompany the child on his or her return to school, and have an interview with the Head teacher or Deputy to establish clear guidance for the future.

Permanent: As a last resort the decision may be taken by the Head teacher, after consultation with appropriate staff, to permanently exclude a pupil. Procedures for exclusion will be followed in line with Exclusion From Maintained Schools, Academies and Pupil Referral Units in England (September 2017).

The decision to exclude will only be taken by the Head teacher, or in her absence, the Deputy Head teachers.

Guidelines for behaviour which could lead to exclusion from school:

This assumes that we would have first carried out all school procedures as laid out in the Behaviour Policy and that parents would be involved.

- Behaviour which is life threatening.
- Intentional, unprovoked and/or sustained physical violence towards a child or a member of staff.
- Serious actual or threatened violence against another pupil or a member of staff.
- The deliberate use of extreme, abusive language towards a member of staff or a child.
- Repeated abusive language towards anyone, contrary to the principles of the Single Equalities Statement.
- Sexual abuse or assault.
- Defiant behaviour i.e. repeatedly and deliberately refusing to co-operate, behaving in an unreasonable, violent and disruptive way.
- Repeatedly out of control and behaving in a way that is of physical danger to themselves and/ or others.
- Refusing to accept the authority of the staff in school.
- Supplying an illegal drug or alcohol.
- Carrying an offensive weapon, possession of an illegal substance, bullying of any kind.
- Bullying e.g. verbal, physical, homophobic or racial.
- Damage, including damage to school or personal property belonging to any member of the school community.
- Theft.

Transitions

We recognise that moving on between Key Stages and moving on to secondary school can be a very anxious time for our children. In July we provide all children the opportunity to be in their next year's classroom and meet all their new staff so they know what to expect in September (Early Risers). This has proven to be very successful and minimalises anxieties over the summer. We also undertake transition passports for children with complex needs which provides staff more information about the children. These younger children will also be provided with a photo book over the summer of their new class and staff. Extra support and meetings are provided to our vulnerable moving on to secondary school in conjunction with the parents.

Appendix 1

Home School Agreement

The Family will:

- ❖ Encourage their child to do the best they can at all times;
- ❖ Take an active interest in the life of the school and extra-curricular activities.
- ❖ Support the School's behaviour policy and general school procedures as outlined in the School Booklet and on our website;
- ❖ Attend parent's evening and discussions about their child's progress and targets for learning;
- ❖ Support their child in homework and other opportunities for home learning;
- ❖ See that their child arrives at school on time and appropriately equipped and dressed;
- ❖ See that their child attends as regularly as possible, avoids unnecessary absence and that they inform the school of the reasons for any absence;
- ❖ Let the School know about any concerns or problems that might affect their child's work or behaviour.

The School will:

- ❖ Encourage the child to do the best they can at all times;
- ❖ Reward the child's efforts with praise and encouragement;
- ❖ Send home an annual Record of Achievement;
- ❖ Keep the family informed about the school activities through regular letters home, website and notices about special events;
- ❖ Arrange Parent's Evenings during which the child's progress and targets will be discussed;
- ❖ Set and monitor homework;
- ❖ Contact the Family if there is a problem with attendance, punctuality or equipment;
- ❖ Let the Family know about any concerns or problems that affect their child's work or behaviour.

We all believe that these points are of equal importance in order to achieve a successful Home School Agreement.

Appendix 2
Classroom Strategies Classroom

Cognition and Learning
<ol style="list-style-type: none"> 1. Work pitched correctly / right level and appropriate scaffolding. 2. Targets / can do's / must do's 3. Differentiated work which he/she can achieve for 2 weeks to boost self-esteem
Sensory and Environment
<ol style="list-style-type: none"> 1. Provide strategies (calming) to help regulate emotions/responses and at transition times 2. calm down time/corner, read a book etc 3. Brain break / teaser / wander card 4. Class noise levels to be managed to help with concentration 5. Mindfulness / calming music / whispering / deep breathing / Relaxation zone / yoga 6. Carefully positioned on carpet / Circle Time, appropriate use of vocals / discussions on feelings, relationships, emotions / remind of class expectation (structure) / clear routines 7. visual timetable 8. sit on a special cushion
Speech, Language and Communication Needs
<ol style="list-style-type: none"> 1. Regular social games in small groups, focusing on turn-taking/sharing 2. Drama activities – how behaviour affects others. Role play / highlight strengths in front of others 3. Reason for behaviour – anger / find out what happened, ask the child calmly, write down what upset him, Diary writing (why), monitor triggers, write your own version of the situation in the playground 4. Give child timer – give an expectation of work to be done. Say: I'll be back when the timer runs out
Emotional Impacts (rewards, behaviour support, communication with parent)
<ol style="list-style-type: none"> 1. Adults to monitor at playtimes, to be aware, try to resolve issues, seek help from Inclusion team 2. traffic lights / raffle system 3. Remind child before going out. Ask at end of play time, (how was your play time), Buddy system 4. Give praise when caught being good. Acknowledge with good behaviour to demonstrate modelling 5. Educate parents so they understand the impact of their words / offer parenting classes 6. Meeting with parents to address concerns and work together with strategies 7. Check in with the child frequently / build a secure attachment with child 8. Share success with parents / Certificates / marble jar / prizes / golden time 9. Separating difficult children / break time club / work stations 10. Give child two choices 11. Behaviour management: Partner work / pegs for (behaviour for learning), Give me 5 12. Give child two choices 13. Responsibilities / jobs as rewards: sharpening pencils, lunch time monitor 14. Internal exclusion with specific tasks / responsibilities

15. star of the day or week
16. Front of line / crowning king or queen (2 per week)
17. Positive reinforcement of the desired behaviour

Appendix 3

Addendum to Behaviour Policy during the re-opening phase of the school as a result of COVID-19

The concerns about COVID19 in schools during the time of the pandemic and until schools return to 'normal' has meant that, behaviours that were otherwise manageable within the school may no longer be so, if they are putting others more at risk of catching Coronavirus. The role of the school is to protect children from harming themselves and other children and adults, and in the current situation, this must include protecting them from any potential increased risk of Coronavirus.

As a result, children who are potentially violent, particularly who may have a known risk of spitting and requiring physical restraint, or who willfully refuse to follow the rules set in place during this time which relate to increased vigilance and individual responsibility, such as handwashing etc. may not be allowed to come to school.

Any incidence of behaviours of this kind which are unacceptable, must be reported to a senior leader immediately who will then contact the parent/carer. Next steps will be discussed based on the severity of the incident. This could be:

- To collect their child from school immediately
- To keep the child at home for the next day
- To be refused a place in school whilst the school is partially open

The question of whether this would be recorded as an exclusion is currently being investigated by the Local Authority.

Appendix 4



Protocol for online/Zoom lessons with Children

Before you start :

- make sure you are familiar with the controls of Zoom you need to know how to mute a child and disable their video; use the chat and hands up option

Make sure the following has been actioned and understood by all participants.

- No 1:1 lessons should take place; all lessons should have two members of Fleecefield staff in attendance.
- Ensure you have parental consent for the child to participate in the lesson
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Language must be professional and appropriate, including any family members in the background.
- Videos may be muted for both pupils and staff if other children in the household become unsettled or cause a disruption.

Setting up the lesson:

- Make sure the adults have entered the lesson 5 minutes before the children
- Do not let the children in until both adults are present.
- Ensure you have enabled the waiting room
- Ensure children's mics are muted on entry to the lesson.
- All lessons must be recorded for safeguarding reasons.
- Videos should be stored in a file on your school device for the foreseeable future.
- Make use of the chat facility for children to ask questions and use the hands up option to take questions and contributions.

Appendix 5



Protocol for online meetings with adults on Zoom

- Make sure you are familiar with the controls of Zoom; you need to know how to mute yourself and how to disable your video
- Make sure you know how to use the chat function for asking questions
- While in the meeting you must wear suitable daytime clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Language must be appropriate, including any family members in the background.
- Videos must be muted unless you are asked to unmute by the host.
- You will be placed in a waiting room until the host lets you in.

ANTI-BULLYING STATEMENT

We, at Fleecefield Primary School, believe that bullying is wrong and we will not tolerate anyone being bullied in our School.

What is bullying? Bullying is a conscious desire to hurt someone else and cause that person distress. It can be both verbal and physical. It is making people feel unhappy because of their ability, accent, age, appearance, clothes, disability, name, race, religion, gender, gender identity or sexual orientation or family. It leaves the victim feeling frightened, threatened and upset.

All reports of bullying will be treated seriously.

Bullying is unacceptable and unkind behaviour that is repeated over a period of time.

There are many types of bullying:

- Calling someone names
- Leaving someone out, causing deliberate isolation
- Pushing or kicking
- Saying nasty things about someone's religion, gender, gender identity or sexual orientation, family, friends, race, size, clothes, accent, ability, disability
- Threatening or frightening someone
- Taking or damaging someone's belongings
- Spreading rumours

What do you do if you are being bullied?

- Tell the bully to stop and that you don't like it
- Get support and help. Tell an adult. Tell your teacher. They will deal with the problem.

All reports of bullying will be treated seriously. Staff are aware that bullying can occur both in the classroom and the playground and will look for indications of bullying such as behavioural changes or unwillingness to go out into the playground. If staff notice incidents of bullying they will first comfort the victim and then refer the aggressor to a senior member of staff. Parents will be involved in serious cases. Bullying will be stopped at our school.

Don't be quiet – tell an adult

