



Discovery Schools
Academy Trust



Fossebrook
Primary School

A place of discovery and friendship

Exemplar Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

This policy was approved as follows:

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1. Introduction

For effective teaching and learning to take place, good behaviour in all aspects of school life is essential. This policy supports the school community to work together in an effective and considerate way to encourage positive behaviour in and around our school.

At Fossebrook we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. This behaviour policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, have clear guidelines and have an ethos of respect and responsibilities. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around our school.

2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- E-safety policy
- Physical Intervention policy
- Exclusions policy
- Safeguarding policy
- Mental Health policy

3. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Promote** and **Maintain** clear expectations of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

4. 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](#).

5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

6. The Curriculum and Learning

We believe that an engaging and appropriate curriculum supports good behaviour and that planning for the needs and interests of pupils enables them to be actively involved in their learning which helps to avoid the alienation and disaffection which contribute to poor behaviour.

Lessons have clear learning objectives which are explained to the children at the start of each lesson to ensure they are fully understood. Each lesson has key skills that the children will need to demonstrate, which can be differentiated to meet the needs of children of all abilities. Children are given feedback on their learning and are also able to contribute their feelings and level of understanding.

Time to discuss issues is built into the curriculum and may take place in assemblies, PSHE sessions, or in circle time. These sessions give the opportunity to reinforce expectations of behaviour and respect for all.

7. Classroom management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption.

Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Situations should be handled sensitively and dealt with in a way appropriate to the situation.

8. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

We have high expectations of our staff and pupils with regard to behaviour. We promote the idea that every member of the school community is responsible for positive behaviour. Our rules are positive and actively encourage children to think about the impact of their behaviour choices. We believe that in order to have a safe, happy environment that is geared towards successful learning there are core behaviours that are non-negotiable. These are:

- **We will use our manners at all times.**
This includes saying please and thank you, not interrupting when others are speaking, holding doors open for adults.
- **We will follow instructions the first time of asking.**
- **We will always listen to whomever is speaking-adult or child.**
- **We will always use kind words**
- **We will always use 'kind hands and feet'.**
- **We will look after our school.**

In order to make these core behaviours memorable, we use the acronym MILK

Manners

Instructions

Listening

Kindness

These are displayed in all classrooms and regularly discussed with the children, including when talking about unacceptable behaviours.

9. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness.

The Headteacher

The Headteacher is responsible for developing and implementing the behaviour policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on internal systems

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

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept sanctions when given

10. Rewards

Class teachers are able to set their own in class rewards but in general positive behaviour may be rewarded with:

- ✓ Praise
- ✓ Progress to the pot of gold
- ✓ Marbles in the jar/raffle tickets/class dojo points
- ✓ Smiles and visual encouragement
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates including Headteacher rewards
- ✓ Notification to parents

11. Consequences

Children must be made aware that their behaviour choices may have consequences. The school may use one or more of the following sanctions in response to unacceptable behaviour according to our school behaviour system:

- A verbal reprimand
- Child's name being put on the cloud
- Child's name being put on the storm cloud
- Child being sent to a member of the SLT

Following discussion with SLT the following may occur:

- The incident will be recorded on CPOMS
- The pupil may be sent to another class to work
- Work may need to be completed at break or lunchtime if it could not be completed in class due to poor behaviour
- The child may miss some of their social time to reflect
- The child may be referred to the pastoral team or a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour plan
- Putting a pupil 'on report'
- Non participation in extra-curricular activities

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral office or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off-site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and exclusion from the trip the last resort.

12. Behaviour system

When moving around the school and within the classrooms, children will walk in an orderly manner as instructed by their teacher (e.g in alphabetical order, boy/girl). They will walk with their arms behind their backs, which will be taught and reinforced in a positive and fun way (Smart soldiers).

Each class will have a behaviour chart. At Fossebrook we will enforce our behaviour expectations in a positive way and make clear to the children what is expected of them and what the consequences of their actions mean.

Each day, children's names will be put on the rainbow station, which exemplifies the core behaviours that we expect from our school community (MILK). Children will have the chance to progress to a 'pot of gold' reward station if they show exceptional behaviour or effort. If their behaviour drops below that which is expected, they will be given a verbal warning. If poor behaviour persists, their name will be put on the raincloud station. A further digression will result in the child's name being put on the storm cloud station and they will be sent to a member of the SLT to discuss their behaviour. Children may move back up the behaviour chart by demonstrating the behaviours expected. All children start each day on the rainbow, regardless of previous incidents. Serious incidents will be dealt with by members of the SLT. In discussing behaviour, we will always give children the chance to explain what happened and ask the following:

- What happened?
- When?
- How often?
- Who was involved?
- In what circumstances?

In discussions, adults will use the language of taking responsibility coupled with asking what could be done next time, in line with our philosophy of learning from mistakes. Children will not be stigmatised for past behaviour incidents.

13. Lunchtime/breaktime behaviours

The school behaviour system remains in force during break and lunchtime sessions as we expect high standards from all throughout the day. Lunchtime staff have an equal responsibility to manage behaviour and also follow the rewards and sanctions outlined above.

Information on how incidents of bullying are handled are contained within the anti-bullying policy.

14. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

15. 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.

16. Exclusions

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors.

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

1. **Lunchtime exclusion** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Fixed term exclusion** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in exclusions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information regarding exclusions is stated in the school's exclusion policy.

17. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- 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

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

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

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for exclusion.

18. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

19. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have MAPA training (Management of Actual or Potential aggression). This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. MAPA also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. 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

Our Physical Intervention Policy contains further details.

20. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation.](#)

21. Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). 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.

22. Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are MAPA trained. However, behaviour management forms part of whole staff continuing professional development.

23. Review

This behaviour policy will be reviewed by the headteacher and the advisory board every two years to ensure it is meeting the need of the school. At each review, the policy will be adopted by the advisory board.

The Education Standards Committee will review the exemplar policy template every three years.

24. COVID 19

It is expected that children at Fossebrook always listen to and follow instructions given to them by adults. This is especially relevant during COVID 19 where there is a key focus on health and safety.

In order to maintain a safe school environment for pupils, children will be expected to:

- Line up before school in front of their allocated classroom 'bubble', standing on a spot with their adult
- Wash their hands regularly and when instructed to by an adult throughout the school day
- Stay in their bubble classroom during the school day
- Always use their designated seat and table space
- Raise their hand for help in lessons and not move around the classroom unnecessarily
- Put their own belongings in their allocated space so that children's possessions do not mix
- Only use the set of toilets allocated to their bubble
- Keep their hands to themselves and not touch other children or adults
- Stay within their own bubble during lunchtime and not enter other bubbles
- Only use their own equipment (provided by school)
- Cough or sneeze into their elbow or a tissue, then put any tissue in the bin and wash their hands
- Only touch and eat their own food at break and lunchtime
- Play games that do not involve touching – remembering MILK rules about kind hands
- Gain help and support at lunchtime from the dining supervisor who is allocated to their bubble
- Listen to and follow the instructions regarding equipment during PE lessons