



Fossebrook Primary School

A place of discovery and friendship

Behaviour Policy

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

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1. Introduction

At Fossebrook Primary School we aspire to ensure that all pupils feel safe, secure, and valued. We want pupils to grow socially, personally, and academically and to become responsible, caring, and successful members of society. Through restorative approaches, pupils taught about right and wrong, fairness, justice, and tolerance.

We believe that learning happens best when there are good relationships, between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy, and safe environment, we set lofty standards, clear guidelines, and have an ethos of respect and responsibility.

2. Linked policies – Trust Policies

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

- Anti-bullying policy
- Online -safety policy
- Physical Intervention policy
- Exclusion and Suspension policy – (May 2023 being updated)
- Safeguarding policy

3. Aims

This policy aims to:

- **Create a community of self-discipline and acceptance**, where everyone takes responsibility for their actions
- Provide a **consistent approach** to behaviour management
- **Promote** and **maintain** clear expectations of behaviour
- **Celebrate successes** and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language
- **Encourage** positive relationships
- Ensure **equality and fairness** of treatment for all
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

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 nurturing ethos:** To support children effectively we consider everyone's needs, when supporting positive behaviour changes, we focus on the nurturing and repair of relationships.
- **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 restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **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. 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.

- Be Respectful
- Be Ready to Learn
- Be Safe



These rules reflect the values and the ethos of our school and should be visible around the school and in all classrooms. In addition, there are specific rules for online safety on display with the school rules in the classroom (see the Online Safety Policy)

7. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness. They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and suspensions/exclusions.

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
- Respect pupils, listen to their views without discrimination and respond subtly
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of pupils
- Working in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils' efforts and achievements
- 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
- Ask for help and support when required from a trusted adult
- Take responsibility for their behaviour

8. Rewards

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Visits to other members of staff for recognition and praise
- ✓ Class dojo points and certificates – [broken down and explained below](#)
- ✓ Communication home
- ✓ Special responsibilities given.

Class Dojo points are linked to our school behaviour system – children will receive additional rewards when their number of class dojo reward points are equal to key milestones:

- ❖ 100 points – a certificate home
- ❖ 500 points – a certificate home and a home chocolate with a member of SLT/ELSA
- ❖ 1000 points – a certificate home and a prize from the prize box.

Class Dojo's are not reset until the end of the academic year. The class with the most dojo points at the end of the year will receive a whole class reward.

(Green Day at the end of each half term?)

9. Consequences

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to their partner class
- Expecting work to be completed at home, or at break or lunchtime.
- Missing some of their social time to reflect and complete a red reflect slip.
- Referring a pupil to a member of SLT (Senior Leadership Team)
- Communication with home to parents/carers
- Agreeing a behaviour plan – [examples can be found in the appendices.](#)

When a behavioural incident occurs, we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to a member of SLT during lessons if they are disruptive or their partner classes and they will be expected to complete the same work as they would in class. After these incidents, a restorative conversation will take place between the pupil and the teacher.

Removal from planned curricular activities and trips, such as swimming and PE will not be used as a punishment unless the unacceptable behaviour relates particularly to this activity. Pupils may be

excluded from off-site visits on health and safety grounds, which must be discussed with the Headteacher so that all avenues are explored first, and suspension from the trip is the last resort. We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

10. Behaviour system

At Fossebrook we use a staged behaviour system. We use a visual traffic light system, and each classroom has the traffic lights displayed on the wall, *(there may be slight visual differences to make the system relevant to all key stages)*. EYFS (Early Years Foundation Stage) – children’s faces in cars; KS1 (Key Stage 1) pictures of KS2 (Key Stage 2) children; KS2 (Key Stage 2) (Key Stage 2) name pegs.

The system is used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition to this, it is used to modify behaviours that disrupt the learning of other pupils.

All pupils start each day on green; this is reset at the end of the day.

This diagram explains how the staged behaviour system works.



STAR – A child can receive 5 extra dojo points and be moved onto the STAR for exceptional behaviours. This does not happen every day as it has to be for very special occasions – but we are allowing for an acknowledgement for those children who always stay on Green!

GREEN – All pupils start the day on green. If pupils remain on green for the whole day, then **they will receive 10 class Dojo reward points**.
**All other dojo points are set to 1*

A verbal warning will be given to pupils before they move down the behaviour chart for negative behaviours and/or attitudes.
**Children can move between yellow and green*

YELLOW – If negative behaviours and/or attitudes continue, a pupil will move to the yellow after they have been given a verbal warning. The children are to move their picture/names themselves. A restorative conversation will be had between the pupil and the member of staff who moved the child to yellow. At this stage, the pupil can still move back up to green if they display a positive change in attitude – **but they cannot get the 10 class Dojo reward points for the day**.
**If a pupil has an individual behaviour plan, they will have the option to speak to their key adult and refer to their own behaviour plan.*

RED – Reflect. If a pupil continues to display unacceptable behaviour despite being given opportunities to improve their behaviour – they will be moved to red and given a reflection slip ([Appendix 2](#)) which details the reason why they have been moved to red. If a pupil has been moved to red, staff may decide that the pupil will:
Remain in the [classroom](#)
Go to their partner class ([Appendix 1](#))
Go to the ELSA [room](#)
Go to a member of [SLT](#)

In addition to this, pupils remain on red for the remaining part of the session until such time the teacher feels they can move their pegs. They will go to reflection club at lunchtime or miss 10 minutes of playtime *depending on the time of the incident* – **here they will complete their reflection slip**.

Parents/carers will always be informed if their child has been moved to red. This will be via a generic message on class dojo or a generic text home.

The incident is recorded on CPOMS by the member of staff who dealt with the behaviour.

All red reflection slips are recorded and monitored by SLT. Red Reflection slips are to go to Mrs Stone to be filed. **A member of SLT will scan and upload the slips to CPOMS.**

If a child receives up to 6 red slips in any two-week period, parents/carers are called into school for a meeting with the class teacher and a member of SLT. During this meeting, an individual action plan will be devised.

11. Lunchtime behaviours

Lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. We offer different lunchtime clubs including Calm Club, Reading Club, Colouring Club and Reflection Club to give pupils the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour.

Calm Club allows the teachers to give pupils a ticket at some point during the school morning. This ticket allows 2 pupils from their class access to calm club. Pupils will be chosen to attend this club because they may have lost a relative recently, struggle to socialise etc.

Reflection club allows children time to reflect on inappropriate behaviour at lunchtime. It allows them to have restorative conversations with the teacher who is on duty. The incident is recorded by the member of staff on CPOMS.

Fossebrook follows the Happy Lunchtime behaviour system.

All lunchtime staff carry around with them a small notepad in which they record both positive and negative behaviours and ensure that these are reported back to the class teachers at the end of lunch. To reward positive behaviours – a Lunch time award is given out in Friday's celebration assembly to the class that the lunchtime staff think have all behaved the best that week during lunch times. This class will then have five minutes extra playtime on the following Monday. This will be an instant reward for positive behaviour on the playground and promoting teamwork.

If negative behaviours are displayed at lunchtime, lunchtime staff will use yellow and red cards.

<p>STEP ONE.</p> <p>YELLOW CARD – warning given to the <u>child</u></p> <p>A yellow card will visually be shown to the children. This will be their warning.</p>
<p>STEP TWO.</p> <p>RED CARD – 5 minutes time out, sitting over at the STOP sign out on the playground.</p> <p>If a child reaches this step, then the lunchtime staff need to record this in their notebooks and report this back to the teachers at the end of lunch. The child will then move their peg to amber and they will be unable to get the <u>10 class</u> dojo's at the end of the day as they have not remained on Green all day.</p> <p>STEP THREE.</p> <p>SENT OFF - If behaviour continues after the 5 minutes out – children will be sent inside to reflection club to discuss their behaviour with the member of staff running reflection club that afternoon. The children do NOT complete a Red Reflection Slip here unless the teacher in reflection club believes it is necessary. This behaviour is recorded on CPOMS under the behaviour tab "Reflection Club."</p>
<p>STEP FOUR.</p> <p>If the teacher in reflection club believes this to be a more serious incident, then they are to report it to a member of SLT who will decide if a RED reflection <u>slip</u> and communication home is needed.</p>

12. Online Behaviours

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

13. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan- see Appendix 3) 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.

14. 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 coordinator 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.

15. Exclusions and Suspensions

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 a suspension/exclusion.

There are three types of suspension/exclusion:

1. **Lunchtime suspension** – If a child is persistently disruptive, unsafe, or jeopardising the safety of others at lunchtime a lunchtime suspension 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. **Suspension** – This is a temporary suspension from school 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 suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would be sanctioned by the headteacher. Further information is stated in the school's exclusion and suspension policy.

16. 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 or being in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether 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
- Causing distress to another child at (insert school name)

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat to 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 suspension.

17. 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 be 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.

18. Physical restraint

School staff can use reasonable force to either control or restrain pupils. Several staff members have Safety Intervention Training. This programme is designed to consider the care, welfare, safety, and security of pupils as well as defuse challenging situations. Safety Intervention also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether to physically intervene is down to the professional judgement of the member of staff concerned and must 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.

19. 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 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](#).

20. 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 may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

21. Staff development and support

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

22. Review

This behaviour policy will be reviewed by the headteacher and the advisory board annually to ensure it meets the needs 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 two years.

Appendix 1: Partner classes

Class	Reflection class
EYFS	Year 1
Year 1	EYFS
Year 2	Year 3
Year 3	Year 6
Year 4	Year 5
Year 5	Year 4
Year 6	Year 2

Appendix 2: Red Reflection Slip

Red Reflection Slip

Name: Class:

How are you feeling?


 Angry
☐


 Happy
☐


 Sad
☐


 Unhappy
☐


 Confused
☐

What happened?

.....

.....

.....

.....

What could I do differently next time?

.....

.....

.....

.....

My next steps:

.....

.....

.....

.....

Discussed with:

Date and time: Communicated with home: ☐

Appendix 3: Agreed Individual Behaviour Plan

Due to the recent negative behaviours displayed by (child's name), we will be placing them on a behaviour report card. This will allow us to work with you to ensure that your child follows our expectations and school rules to enable them to be safe and reach their learning potential.

(Child's name) will need to show an improvement in their behaviour by: *(choose up to four points, examples below).*

- making sure that they play in the correct zone for their year group (being in the correct place at the right time)
- making sure they take care of school property
- using kind words to pupils in school
- listening and following adult instructions

This report card will be completed in school. To help us to know about how home is going too, we would like you to sign to say you have seen this tracker every day and reflect on good behaviour at home too.

We hope to see an improvement in (child's name) behaviour. We would like to review (child's name) behaviour with you on (insert date) at (time).

Thank you for your support with this matter. I am sure that we can work together to make sure that (child's name) behaviour is improved.

Joanne Stone (Headteacher)

Parental Agreement Statement

I agree to support the school with helping to improve (child's name) behaviour. I will discuss with (child's name) behaviour choices and sign the behaviour chart and ensure it is returned to school each day. I understand that improvements in behaviour are needed to ensure that (child's name) can achieve her absolute best and be safe at school.

Signed: _____ Date: _____

<p>I will remember to:</p> <p><i>Here put up to four points to promote positive behaviours e.g.</i></p> <ul style="list-style-type: none">• I will remember to use kind words to my peers.• I will remember to listen and follow adult instructions.	<p>(Child's name) Behaviour Chart</p> <p>Week Commencing: _____</p> <p>Pupil Weekly Reflection:</p>
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	Morning session 1	Morning Break time	Morning session 2	Lunch	Afternoon session	Day Review	Home Review	Parent Signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Appendix 4: Examples of Certificates



Appendix 5: Generic message home for Red Reflection Slips – sent via Class Dojo.

Oops - Today (insert date) was a hard day at s your child was moved to the red traffic light because of continued unacceptable behaviour.

We follow a staged behaviour system at Fossebrook meaning there are opportunities to change behaviours around but today unfortunately your child was unable to improve their behaviour without being moved to red.

Your child's class teacher however believes that this issue has been dealt with in school and does not need a further discussion. Your child's teacher will contact you if they think a meeting is necessary. We please ask that you support us with this and have a restorative conversation with your child at home.

Remember tomorrow is another new day! Thank you for your support.

