

	With God we grow to live life in all its fullness	
Behaviour Policy	Issued: November 2022	Issued by: J Little - Headteacher
Policy Number: FPS/0009		

Feckenham CE Primary School

BEHAVIOUR POLICY

Date Policy Reviewed:	November 2023	
Date Approved By Governing Body:	17 November 2022	
Signed Headteacher:		Jeannette Little
Signed Chair of Governors:		Julie Grieve
Review Date:	November 2024	

‘Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you’

Ephesians 4:32

Safeguarding

‘All staff have a responsibility to provide a safe environment in which children can learn.’ KCSIE 2023

Children’s behaviours can be an indicator of safeguarding concerns; therefore, this policy is part of our safeguarding awareness.

Purpose

To promote behaviour based on mutual respect between all members of our school community so our children can work in a calm, supportive and purposeful atmosphere. That the distinctly Christian vision and values of our school, and the delivery of a broad curriculum, promotes attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school and ultimately to the wider community. All our children deserve to ‘grow to live life in all its fullness’, this includes reaching their full potential academically and spiritually.

Role of School Leadership Team

The Leadership Team including the Headteacher, Deputy Headteacher, SENDCO, Designated Safeguarding Leads and Mental Health First Aider all support positive behaviour practices in school and are here to assist and advise staff and parents and carers. The Headteacher in particular is highly visible around school and will induct new staff members in our behaviour policy and implementation. It is important that all staff members know that they have the support from the school leadership team and also understand that they have a responsibility to ensure our behaviour policy is followed so our pupils are able to flourish academically and spiritually. If the Leadership Team identify staff members who may benefit from specific training in promoting positive behaviour, this will be sought from internal or external sources as soon as possible.

Role of Governors

Governors are responsible for ensuring the school behaviour policy is reviewed annually and is published on the school website. Governors liaise with the Headteacher and Leadership Team to ensure behaviour is monitored by the school and procedures are followed correctly. The Headteacher includes behaviour in the Headteacher’s report to Governors and it is the responsibility of governors to respond to this information with curiosity and ask for clarification if required. The Safeguarding Governor liaises with the Designated Safeguarding Lead prior to Local Governing Body meetings and when required.

Role of Staff Members

All teaching and non-teaching staff are expected to teach and promote the skills of self-discipline, co-operation, respect, empathy, forgiveness and tolerance to all pupils. Without these skills our academic objectives cannot be achieved. Achievements of every kind are valued, both academic and non-academic and all pupils should have equal opportunities to achieve their potential. Pupils are expected to work hard and do their best. Staff have high expectations of all pupils, regardless of the starting points or personal needs.

Each child’s class teacher is particularly responsible for dealing with any day-to-day issues which might affect a pupil. They are there to confide in, share hopes and fears with, liaise with parents if a child is unwell and to offer comfort should some problem at home or at school be upsetting one of their pupils. However, all staff, both teaching and non-teaching, share in the pastoral care of the pupils. We are all here to help in whatever way is most appropriate.

Staff communication boxes are located centrally in the school library area where children can post an emoji style note to communicate with the staff member, they would like to talk to regarding both negative and positive issues or events. However, children are reminded regularly that they can talk to any grown up when they need to; they do not have to

wait to post a communication.

The underlying principle is that all children are individuals who have rights but also responsibilities. Each needs to appreciate that their behaviour has consequences for themselves and also for others.

The principle is supported by our strong Christian vision and values. Each week children (and sometimes adults) are given certificates associated with our four overarching values of Wisdom, Hope, Dignity and Community where they have been spotted living out these values. Appreciating positive behaviours in others supports our vision of everyone growing to live life in all its fullness.

All staff are instructed to read then sign the Shires Mat Staff Code of Conduct annually to ensure that all adults in school behave in a way that promotes positive role models for our pupils.

Role of Pupils

In order for all our pupils to grow to live life in all its fullness, they deserve a safe, calm and nurturing environment, free from worry or harm. They also need the guidance from trusted adults when their behaviour is below what is expected. Positive behaviour is expected from all our pupils and this is communicated in child friendly and age appropriate ways, e.g. through assemblies and collective worship, PSHE lessons, class recognition boards and through weekly appreciation of good behaviour through our Celebration Assemblies (with parents and carers invited).

Our Whole School Council approach means that all children get to discuss and help promote positive behaviour and will have a contribution to make around keeping our school a safe and happy place to learn and play.

Child friendly versions of behaviour expectations are in each classroom and around school to act as a reminder and a focus for adult discussions with children.

Code of Conduct

The Code of Conduct for our pupils is as follows:

- All pupils to demonstrate 'good listening' in lessons and assemblies and should only be asked once to remember the rules of 'good listening'. Those who choose not to follow good listening principles and ignore an adult's request to listen are being disrespectful to the adult and the children in their class or assembly and stopping other children from learning. As a consequence, the school sanctions will be enforced.
- All pupils should participate effectively in their own learning in and out of the classroom and not disturb others in their learning. Those who choose to deliberately stop themselves or others learning will be dealt with according to school sanctions.
- All pupils should respect the school environment by taking care of school equipment and the school grounds. Children who choose to deliberately damage school property will be dealt with through the school sanctions.
- All pupils should respect the rights of others to have a happy and safe experience in lessons and at playtimes/lunchtimes. Any child deliberately causing upset to another child or children will be dealt with according to the school sanctions.
- All pupils should respect the right of others not to be physically hurt by a deliberate action of aggression. Any child choosing to hurt another child in this way will be removed from the classroom or playground and reprimanded by the adult in charge and then a senior member of staff. If this behaviour continues especially within the same week, parents will be informed either in person at the end of the school day, by telephone or letter.
- Behaviour incidents online will be responded to in school as this behaviour will affect a child's experience in school and in turn the school culture. Parents and carers should inform the school as soon as possible if they know an incident has occurred. Lessons in school around online safety and cyber bullying are planned to keep children aware of their responsibilities to themselves and others in the real and virtual world.

Note: Behaviour which deliberately and consistently causes upset either mentally or physically to another child will be dealt with following the steps outlined in the school Anti-Bullying Policy.

These rules have been developed to provide a caring environment protecting the wellbeing of all. On occasions when a child does not act accordingly there are a range of sanctions that can be used. These will vary according to the nature of the misbehaviour and will usually involve loss of privileges. For example, unruly behaviour in the playground will lead to loss of some playtime, disruption in the classroom may mean moving from their usual seat or move to another classroom, unacceptable work through deliberate lack of effort or care will be redone.

It is important to note that carrying out sanctions demonstrates care for the individual and this should be communicated to the child who has made an error in their behaviour.

Misbehaviour

There is an expectation that children will follow the school code of conduct, however we all make mistakes and wrong choices, on occasion, and it is important to learn from them.

Misbehaviour will be dealt with according to the criteria outlined below:

Guidelines to using Code of Conduct effectively:

- 1) Sanctions must be applied calmly
- 2) Discreet reprimands are often more effective than public ones (although care must be taken in ensuring the child is not finding the individual attention rewarding)
- 3) Sanctions should be applied consistently
- 4) The focus must be upon the deed, not the child
- 5) The reprimand should include a message about what the child should do in the future
- 6) Sanctions are generally more effective if applied immediately
- 7) Early praise should be sought to endorse better behaviour following a reprimand
- 8) CPOMS should be used to record behaviours that go beyond the typical fall out between friends and other children e.g. physical or verbal aggression. Designated Safeguarding Leads and Deputies will monitor records and take further action if necessary. Governors are informed through the Headteachers' reports on the number of CPOMS records and their categories.

Sanctions Following Misbehaviour- in the classroom

If a child misbehaves in the classroom then the order of actions the teacher will take are as follows:

- Inform the child of the behaviour which must stop/remind the child what is expected. Remind the child of our school values and how they keep our school a safe and happy place to learn.
- Warn the child that the sanctions will be enforced unless they make better choices; sanctions include, moving places, working in isolation within the classroom, missing a playtime, having a few minutes with a member of staff out of the classroom to calm and re-regulate.
- Enforce the appropriate sanction.
- Send the child to the Headteacher or senior member of staff if Headteacher not available so the child can re-regulate in a safe space and have a restorative conversation with a senior member of staff.

Note: Removal of the child from the classroom.

If the child's behaviour is adversely affecting the learning of other pupils in the class and/has or could result in the harm of others they will be given a different space to carry on their work under the supervision of an appropriate member of staff. Re-integration will be sought as soon as it is appropriate.

Parents and Carers should be informed on the day this has happened so a discussion about the preventative measures taken in the future can be discussed and agreed.

CPOMS records will provide any data patterns for children.

Sanction Following Misbehaviour – in the playground

If a child misbehaves in the playground then the order of sanctions the adult in charge will take are as follows:

- Inform the child of the behaviour which must stop/remind the child what is expected. Remind the child of our

school values and how they keep our school a happy and safe place to play.

- Warn the child that the sanctions will be enforced unless they make better choices; spending time away from other children either by the school fence or being sent back into school.
- Enforce the appropriate sanction
- Send the child to a senior member of staff or Headteacher

Positive behaviour strategies are used by all staff to mitigate poor behaviour, including Recognition Boards in each classroom. An appropriate positive behaviour is agreed by the class or can be chosen by the teacher to address unwanted behaviour.

Staff understand that each individual child may have mitigating circumstances that could have an impact on their behaviour, where this is the case staff will take into account these factors and seek advice from the Leadership Team to support them and the child find the best way to reverse the negative behaviour.

Informing Parents/Carers of misbehaviour

Not all instances of misbehaviour are reported to parents, it is expected that once an adult has enforced the school's sanctions, the child will choose to correct his/her behaviour accordingly without having to take the issue further. Only when incidents are deemed serious enough or in the case of persistent misbehaviour will parents be contacted either by the teacher or a senior member of staff. A parent may be informed in person e.g. at the end of the school day or by telephone/letter.

It is very rare but on occasion a child's actions are serious enough to warrant a fixed term exclusion. On these occasions parents will be informed that day of the decision to exclude and be invited to meet with the Headteacher to discuss the exclusion and the follow up action plan.

Children with emotional/behavioural difficulties

In circumstances where individual children have emotional and/or behavioural difficulties that cannot be fully addressed by the school Code of Conduct, a behaviour plan will be drawn up. This will involve the Headteacher, class teacher and parents/carers of the child. Staff will be made aware of the plan so sanctions and rewards are consistently applied. On occasion, the school may wish to contact the Positive Behaviour Team for advice and support.

Children with SEND

We have high behaviour expectations for all our pupils as we want all to grow to live life in all its fullness. This means that regardless of SEND needs children will require the caring guidance of adults when their behaviour negatively impacts themselves or others around them. We will however make any reasonable adjustments to sanctions and responses if a child's SEND needs means that to follow the original sanctions would be unjust to the child in question. Discussions and decisions around any adjustments will be made in collaboration with the class teacher and Leadership Team and disseminated to staff in the school so a consistent approach is followed.

Physical Intervention

There may be times when a child needs to be physically restrained for his/her own safety or that of others around them. Positive physical intervention is only used as a last resort or in emergency situations where unless an adult physically intervenes, a child or adult may be hurt. It may be necessary to physically restrain a child in order to prevent damage to school property and or if they are going to cause criminal damage.

Staff are aware that it is their duty to protect children and themselves from harm but physically restraining children should be a rare occurrence unless a child has emotional or behavioural difficulties. In the latter circumstance there should be a behaviour plan drawn up with the support of outside agencies and the child's parents or carers.

Any form of physical intervention will be fully recorded by the staff member involved and the Headteacher (or member of the Senior Membership Team) on the day of the occurrence or as soon as possible. Parents/Carers will be informed and invited into school to meet with the Headteacher to discuss the incident.

Searching, Screening and Confiscation

The DFE document Behaviour in Schools September 2022 states:

‘School staff can confiscate, retain or dispose of pupil’s property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.’

In the very rare circumstances that a pupil would need to be screened or searched we follow the DFE advice for schools in their ‘Searching, Screening and Confiscation’ document July 2022.

The Headteacher and Leadership Team have a right to search a pupil if they have reasonable grounds to suspect that a pupil may have a prohibited item. The Headteacher can authorise another member of staff to conduct a search if absolutely necessary.

Before considering screening or searching a child, we would ask for their cooperation in handing over such items and then working with the child to determine if there are any other prohibited items on the school premises e.g. in their bag or drawers.

Prohibited items include:

- Sharp object including knives or similar weapons
- Alcohol
- Tobacco, cigarettes, vapes
- Medicines (all medicines should be cleared by the appropriate staff member and kept in a known place in school)
- Illegal drugs
- Stolen items
- Any item that may cause harm or offence

Any pupil found to be in possession of the above will have the offending articles confiscated. In most cases items will be returned to the parent/carer. Although in the unlikely event of this becoming more serious, they may be surrendered to the police. Illegal drugs, stolen items, inappropriate images, featuring children or any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence to cause personal injury to, or damage to the property of, any person (including the student) will be surrendered to the police.

Children who possess prohibited items may be involved in Child Criminal Exploitation and/or Child Sexual Exploitation, therefore we will work with parents (in the case of carers, the Virtual School also) and any other services that will assist in safeguarding the child.

Role of Parents and Carers

Our relationship with parents and carers has a huge role to play in creating and maintaining positive behaviour in our school. Through our open-door policy, parents and carers can raise any worries or concerns with a member of staff and any communication will be dealt with swiftly and in a caring and supportive manner. Our school Early Help Offer – found on our school website under About Us, Supporting Families, provides more detail for parents and carers.

It is important that parents and carers know our policy on behaviour and we will support any parent or carer if their child’s behaviour is having a negative impact on academic, mental health and wellbeing and/or relationships with other children or staff.

Forgiveness

'Bear with each other and forgive one another if any of you have a grievance against someone. Forgive as the Lord forgave you.'

Colossians 3:13

It is worth concluding with the importance of resolution and forgiveness. Forgiveness is a Christian value that is at the heart of any Behaviour Policy. Through our Vision and Values children will come to understand what is involved in offering forgiveness to others, being able to accept forgiveness from others and to forgive themselves.

This policy is linked to our Anti-Bullying Policy, Safeguarding Policy and Online Safety Policy. It will be reviewed annually or earlier if required.