



**FROXFIELD
CE SCHOOL**

Review Cycle:-	Annual	Date of Next Review:-	September 2024
Approver:- Chair of SDG	Signed:-  Date:- 16/10/2023	Approver:- Head Teacher	Signed:-  Date:- 16/10/2023

Behaviour Policy

Aims of the Policy:

- To encourage a safe, calm, purposeful and happy atmosphere within the school in fulfilment of the school's vision and Christian values.
- To foster a positive, caring attitude towards everyone where achievements at all levels are acknowledged and valued.
- To celebrate children's achievements, effort and attitudes and use as a role model for other children.
- To encourage increasing independence and self-regulation so that each child learns to accept responsibility for his/her actions and choices.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour, including online behaviour, clear making children's safety our highest priority.
- To ensure all members of the school community understand our behavioural expectations, policy and approaches.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.
- To create a consistent approach to rewards and sanctions which are age appropriate and clearly understood.

THE SCHOOL'S CHRISTIAN VALUES

Our whole school approach to behaviour management is underpinned by our vision and Christian Values of 'Love, Courage and Respect.' These are displayed around the school, are referred to frequently and understood by all children. Puppets are used within the classroom to help younger children understand the significance of our values in our day-to-day lives.

THE GOLDEN RULES

We have developed 'Golden Rules' which are linked closely to our core values and cover all aspects of behaviour in school. These are displayed in all classrooms and communal areas. At the start of

each year, these whole-school Golden Rules are re-introduced and are referred to continually to support positive behaviour expectations across the school.

THE GOLDEN RULES

**Ready
Respectful
Safe**

Our behaviour systems link closely to the Golden Rules. All discussions regarding behaviour, with individuals or groups of children, refer back to the rules and our Christian values.

OUR COMMITMENT TO PROMOTE POSITIVE BEHAVIOUR

At Froxfield we believe that we all have a vital role to play in promoting positive behaviour and preventing unwanted behaviour.

To promote positive behaviour we will:

- Model the behaviour we want to promote through our relationships with children, parents and all members of staff.
- Build positive relationships with all our children.
- Celebrate and reward positive behaviour.
- Create an environment where children take pride in being the best they can be, both in terms of their learning and their behaviour.
- Use positive language relating to desired behaviours (eg. 'We walk please' rather than 'don't run.')
- Refer frequently to the school's Christian Values and Golden Rules.
- Apply the Behaviour Policy consistently
- Treat all children fairly (this does not necessarily mean that all children are treated exactly the same)
- Make adaptations to support children with particular learning, social or emotional difficulties as well as children with SEND.
- Ensure children understand that they will always be given a 'fresh start' after any behaviour concerns have been addressed.
- Ensure lessons are appropriately adapted so that all children can access the learning and succeed.
- Ensure classrooms provide a positive learning environment for children at all times.

Guidelines relating to the behaviour of all adults connected with the school can be found in the appendix.

POSITIVE REWARDS

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Other rewards include stickers, Headteacher's Awards, certificates, compliments and House Points.

Zone Boards are displayed in all classrooms and children's names are moved up the board in recognition of good work or behaviour. Children who reach the top of the Zone Board during the day are rewarded with a house point.

There is a whole school system of 'compliments' which are rewarded to individuals as part of a class reward system. The class works toward an agreed treat, which they receive when the class compliment pot has been filled. This helps to create a collective responsibility in all children as part of a class group.

All classrooms have a Recognition Board which is used to promote and recognise desired behaviours. Recognition targets are set focusing on desired behaviours that the class needs to work on and achievement of these is celebrated through names being placed on the Recognition Board. When the desired behaviour is embedded into daily routine, a new target is introduced.

For behaviour that goes consistently above and beyond what is expected, a postcard may be sent home to share this achievement with parents.

HOUSE POINTS AND GOLD BOOK

Every child is a member of one of four 'Houses', Ruby, Amethyst, Emerald and Amber. During the week, children are awarded house points or stickers for good work or behaviour. On a Friday afternoon the house captains collect all the points up and give these to the Headteacher. In Celebration Worship on Fridays, the house points are read out and the winning house is recognised and praised. At the end of half term the winning house receives reward time with the headteacher and at the end of the year a cup is awarded to the overall winning house.

House point charts are displayed in all classes and all members of staff can award stickers or house points both within class and at lunch and playtimes.

Each week two children from across the school are chosen to be in the Gold Book. These children are chosen by Mrs Farrow and, in Friday worship, she explains why those children have been chosen and the children are presented with the Gold Book. Their photo is taken and added to the book and they receive a special Gold Book Award sticker.

Each week a child from each year group is identified as the Shining Star for the week and this is celebrated through the presentation of a certificate in Celebration Worship.

Unacceptable behaviour

Reports of unacceptable behaviour, including online behaviour and child-on-child abuse, will be taken seriously and dealt with in line with this policy. All incidents will be recorded on CPOMs, including any actions taken, and any follow-up support identified.

If children's behaviour is not consistent with our 'Golden Rules' or Christian values, there are clear procedures to be followed.

The strategies in place are intended to give children time to reflect on their behaviour and its impact on others. We believe it is the certainty and consistency of the follow-up that matters, rather than the severity.

Stage 1 If a child breaks one of our 'Golden Rules' they will initially be reminded and redirected to the expected behaviour. Any necessary adaptations of the learning or environment will be made, as appropriate to support the child.

Stage 2 If the child does not respond to this, they will be given a verbal warning and their name is moved down on the Zone Board. This will be done as privately and quietly as possible as a prompt

to encourage a change of behaviour. At this time, the adult will have a quiet word with the child, reinforcing the expectation and providing any support necessary to help the child.

Stage 3 If the unacceptable behaviour continues the child will then move to the next stage of the Zone Board. This will result in 'time-out', either during 'Work Time' or at playtime, depending on the age of the child. This time will provide an opportunity for a restorative conversation to take place between the adult and the child.

Stage 4 If the unacceptable behaviour continues the child's name is moved to the bottom of the Zone Board, which results in a visit to the Headteacher to discuss where things have gone wrong and to support the child to get back on track. A record of the behaviour and follow up actions are recorded on CPOMS. When this happens the parent will be involved and the school will work to implement any strategies or adaptations necessary to support the child. This may include, ELSA support, use of Social Stories or Comic Strip Conversation, playtime buddies, careful seating, adaptations to the learning or environment, additional adult support, individual behaviour plan etc.

OUTSIDE THE CLASSROOM

The same, consistent behaviour expectations and systems operate at all times, including on schools visits and at lunchtimes and playtimes. Where ongoing concerns or difficulties are identified on the playground, the class teacher will work with the lunchtime staff to provide strategies to support the child. Should a child find playtimes particularly challenging, they may need additional adult support/intervention or may need to spend some time in another space with the support of a key adult. (See anti-bullying policy)

SUSPENSION

A decision to suspend for a fixed period or permanently exclude a child will only be considered when alternative options have been explored. We will make every effort to meet the needs of all children and ensure a range of strategies have been used to address inappropriate behaviour. However, we recognise that in some serious situations, suspension or permanent exclusion may be necessary. Such situations could include:

- Violence towards an adult or child
- Racist abuse
- Sustained bullying
- Sexually inappropriate behaviour
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance

If the Headteacher is considering suspension or permanent exclusion, she will follow the most recent Exclusion Guidance. Exclusion from maintained schools, academies and pupil referral units in England (publishing.service.gov.uk) Suspension is when a child is excluded from school and must remain at home for a fixed period of time. Suspension will only be used for serious breaches of the behaviour policy. Permanent exclusion is the most serious sanction a school can give. Permanent exclusion will always be a last resort and will only be used in response to a serious breach, or persistent breaches of the behaviour policy.

CHILDREN WITH SPECIFIC BEHAVIOURAL DIFFICULTIES AND INDIVIDUAL BEHAVIOUR PLANS

Whilst the Golden Rules apply to all children, we understand that some children have additional needs that make it more difficult for them to regulate their behaviour. These children may require personalised behaviour management strategies and approaches.

In some cases, a Pupil Passport will be set up. These plans are based on a wide range of evidence gathering including observations of the child, advice from outside agencies and discussions with parents.

Other Documentation

This policy should be read in conjunction with: - The Anti-Bullying Policy, Safeguarding and Child Protection Policies (which includes the Child-on-Child Abuse Policy) and The Policy for Physical Intervention.

Monitoring & review, policy into practice

This policy will be reviewed at least every two years and more frequently if incidents occur that require its review.

Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community.

Appendix 1

Behaviour Expectations for all adults involved in school.

How we promote, encourage and sustain good behaviour:

Adults

We view all the adults who come into school as positive role models for our children. That means we expect them to behave in a way that sets a good example for the pupils of Froxfield CE School, showing them how to get along with all members of the school and the wider community. It is therefore important that all adults on the school site adhere to the following simple guidelines:

- Treat people with respect and courtesy, having regard to the school's Christian Values – listen to what they say, don't shout them down, be open to a different viewpoint, seek help if there is a problem.
- Remain calm at all times on school premises – we understand that sometimes things may have caused upset or anger, but showing loss of temper usually makes a situation far worse.
- Ensure appropriate language is used at all times on the school site – the use of racist, sexist, homophobic or abusive terminology is completely unacceptable as is swearing.
- No members of staff, parents or children are to be the victims of abusive behaviour or open to threats from other adults on the school premises.
- Follow the rules of access to the school site, in the buildings or in the grounds and car parking area.

It is an offence under section 547 of the Education Act 1996 for any person (including a parent) to cause a nuisance or disturbance on school premises.

In the event that any pupil or parent/carer of a child or children being educated at Froxfield CE Primary School is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. The school will also expect that any parent/carer or pupil removes such comments immediately. In serious cases the school will also consider its legal options to deal with any such misuse of social networking sites.

We value the partnership between home and school. Staff and parents work together to promote good behaviour before, during and after school. Where there are worries or concerns adults are asked to discuss this with the class teacher, Headteacher or Governors.