



Fladbury
Church of England First School

Behaviour Policy

Governor Committee Responsible:	Personnel
Status:	Statutory / Non-statutory
Review Cycle:	Annually
Staff Lead:	J Wilson (Head Teacher)
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Review date:	September 2025

OUR VISION

Every child at Fladbury will know they are loved by God, have a happy heart and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their bright future with an open mind.

As stated in our vision which is for the school community to have **happy hearts, open minds, bright futures** lived out through Jesus' promise:

John 10:10, "I came that you may have life and have it to the full."

Introduction

The Behaviour policy at Fladbury First School is informed by our Christian vision and values which underpin every aspect of the community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to the behaviour policy in our school are Jesus' words recorded in the seventh chapter of the **Gospel of Matthew**:

"So, in everything do to others what you would have them do to you, for this sums up the Law and the Prophets."

This is widely known in our school as the "**Golden Rule**".

The behaviour policy at Fladbury School aims to:

- Foster a **Compassionate** environment in which all children can demonstrate **Wisdom** and **Endurance** to flourish and reach their full potential
- Develop relationships based on **Friendship, Thankfulness** and **Forgiveness** between all members of the school community, including parents and members of the Governing Body

As a direct consequence of the behaviour policy:

Children will:

- Build strong relationships
- Experience what it means to live as a member of an open and **forgiving** community
- Benefit from a calm and secure learning environment
- Be fully involved in regular reviews of the behaviour policy (through school council)

School staff will:

- Model **forgiveness** and the possibility of restoration and a new beginning in their relationships with both adults and children.
- Be able to convey clearly and with confidence expectations of behaviour
- Benefit from a calm, secure environment in which to teach effectively
- Build positive relationships with parents and the whole school community
- Develop personally and professionally

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children, staff and visitors in the school.
- Support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- Keep records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated, or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

Governors will:

- Have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline 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.

Parents will:

- Be fully informed about the schools ethos, core Christian Values and the behaviour policy
- Feel confident that all the decisions regarding behaviour are **compassionate**, unbiased and informed by the Golden Rule and the schools values.
- Be confident that their child is developing personally, socially and academically
- To be offered opportunities to explore further the schools values at home
- Feel welcome in school to discuss their child's progress in a positive atmosphere.

Class Rules

Each class generates their own set of class rules typically created during the first few days of the Autumn Term. The rules will be created around the following areas and be specific to the needs within the classroom:

Being kind, being polite, using kind hands and kind feet, using your inside voice, taking turns, sharing nicely, asking first, sitting nicely, giving others space and teeth are for smiling, not biting

Playground Rules

At the beginning of the academic year the school reviews the playground rules. The rules are initially discussed during class circle and then shared during an assembly. The resulting rules are displayed on the playgrounds and shared with all staff. The rules are written in a similar style to those of the classroom. See Playground Policy

Promoting appropriate behaviours

The Golden Rule and our schools Christian values are always referred to when promoting appropriate behaviours. Staff value all children by interacting with all age groups as they meet them during the day, showing interest in what they have to say.

Children are encouraged to talk to and 'tell' any of the many adults who are around if they are unhappy or finding things difficult. Parents are asked to talk to us about any difficulties they are having at home or issues that may affect their children's behaviour in school. The Headteacher and teaching Staff operate an 'open door' policy which allows them to respond to issues as they arise. Staff always model calm and appropriate behaviours as an example to the children.

It is recognised that children often need to be participating in useful activity to keep them from inappropriate behaviour. Lessons are planned with clear learning objectives shared with the children. Lessons often have an active aspect to them, involving kinaesthetic (doing) learning as well as visual (seeing) and auditory (hearing). First-hand experience is frequently used to involve children in their learning. At playtime the children have access to small toys, balls, skipping ropes etc. the quiet garden and the timber trail. At wet playtimes the children have wet playtime activities which they can use in the classrooms.

Response to Good Behaviour

Rewards are generally more effective if given immediately. Staff will consider alternatives for children who may not see the reward as positive.

Rewards may include:

- a smile or verbal praise and approval by class teacher or supervisor
- giving extra responsibilities/positions of trust/privileges
- inviting a colleague or Headteacher to endorse praise using the values language

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- inform parents informally/verbally of achievement/good behaviour
- invite other children to acknowledge achievement
- the use of 'stickers', 'smiley faces' etc.

Dojo points

Every child is placed into either Malvern, Lickey or Bredon House and children can earn dojo points for their house. The Dojo point system is designed to reward and encourage children in their work and behaviour at school and at home; and also when they are seen to be actively promoting our school vision and values. It also encourages team work and a feeling of belonging.

Dojo points are awarded by any member of staff. These are recorded and counted ready to be shared during Celebration Assembly on Fridays.

Children from Year 4 are selected annually by the staff to lead House activities such as putting the winning colours on the Dojo Cup following announcement of the winners during Celebration assembly; and supporting the PE lead during Sports Day.

Positive behaviour will be affirmed and praised by:

Whole school rewards

Values cup, Star Award Certificates, Magic Mathematician, Reader, Writer certificates

Children are awarded certificates for a range of purposes to value the contribution they make to our school. The School gives out Star Awards during Friday Celebration assembly. Children identified by any member staff as behaving especially well or working particularly conscientiously can be given a Star Award certificate and their name is listed on the front of the weekly newsletter that goes home to families too. The same applies to all other certificates as well.

Values Cup –It helps to raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been “Values Champions” (i.e. have demonstrated values in practical ways) It is awarded during celebration assembly on Fridays

Classroom Reward Systems

Typically staff use Dojo points as their classroom reward system but some staff may use additional classroom reward systems with their children to encourage appropriate behaviours which are appropriate to their needs. The systems are made clear to the children concerned. Systems may involve signals of approval or disapproval for example smiley faces/sad faces, marbles in a jar and stickers. Class rewards may involve ‘golden time’ (free choice time) or other negotiated rewards. The rewards are agreed prior to the system taking place.

Responses to inappropriate behaviour

When dealing with behaviour that falls below the expected standard of the school, adults will:

- Use the Golden Rule as a starting point ensure he/she understands why his/her behaviour is not appropriate
- Demonstrate **compassion** through active listening and **forgiveness** where there is an acknowledgement of wrongdoing
- Provide them with an opportunity to make amends reminding them it is the behaviour itself that is not acceptable

Undesirable behaviour is reprimanded in such a way as to direct disapproval towards the behaviour rather than the child. Children are encouraged to consider their actions and to make more appropriate choices. Sanctions may be used, where necessary, such as loss of privileges. Parents are informed of misbehaviour of a serious nature and are invited to co-operate in its correction.

All staff endeavour to speak to the children in a calm and reasonable manor. Sanctions are applied calmly. The reprimand includes a message about what the child should do in the future. Sanctions are generally applied immediately. Early praise is sought to endorse better behaviour following a reprimand. The sanction will depend on the incident.

Sanctions may include

- Removal of items causing a lack of concentration
- Quiet reprimand
- Restriction of playtime activities (a child may be left with the duty staff, and asked to stand not taking part in play, for a period of time.)
- Loss of playtime or other pleasurable activities. (Children will not have the whole of their playtime taken from them. It is recognised that children with behaviour issues often need the 'space' offered by playtime)
- Loss of privileges, plus undo the damage (e.g. clean mess) complete unfinished work, extra task.
- Invite another teacher/colleague/Headteacher to reinforce reprimand
- Sent out of class to work elsewhere (time limited and with supervision) for a period of time, to give both the child and teacher 'space'.
- Inform parents informally by class teacher
- Inform parents formally by Headteacher

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- Prior to the Headteacher embarking on formal procedures for temporary exclusion, a referral to the Designated Safeguarding Lead will be placed for any Safeguarding concerns
- Permanent exclusion

If children are frequently being reprimanded or are a cause for concern, their behaviour will be monitored and appropriate action taken. All staff have access to our online system of recording concerns called CPOMS and all staff are expected to use the online system to note any behaviour concerns as well as talk to the class teacher and/or Headteacher as well.

Children with emotional/behavioural difficulties

Children with emotional/behavioural difficulties may have an Education, Health and Care Plan (EHCP) or an IPM/PSP for behaviour. Class teachers and SEN staff offer individual support to pupils who experience emotional/behavioural difficulties and to their teachers. N.B. Gifted pupils may experience social/emotional problems and need specialist support as well as their less academically gifted peers.

The School's ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils- especially those who experience emotional/behavioural difficulties. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils - however it is inevitable that in certain cases the relationship will break down or never be forged. Emotional and behavioural difficulties take many forms, i.e.

- a pupil may become withdrawn and unable to make friends;
- a pupil may be unable to concentrate on class work or homework;
- a pupil may become disruptive and/or aggressive in class.

In such cases the school with the SENCO involvement, will attempt to ascertain the causes of the emotional/behavioural difficulties and will determine strategies to build or rebuild the teacher/pupil relationship. Small group work supporting social and emotional needs of children may be run by Teaching Assistants. Counselling (non-directive) may be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation. The School believes in the importance of 'negotiating'. This encourages mutual respect and fosters self-responsibility in the pupil. In certain cases tangible rewards may be offered in return for improved behaviour and effort.

In extreme cases of misbehaviour staff have undertaken specific training for the use of 'Positive Physical Intervention' (PPI). This training enables staff to remove children

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safely from an area which would cause the perpetrator, or others, harm. It is anticipated that the use of PPI will be very infrequent. Any use of PPI will be recorded at school and copies sent to the Local Education Authority. Please refer to the 'statement of PPI use in school' for further information.

Outside agencies

Fladbury School has a wealth of experience amongst the staff and most problems can be resolved without recourse to specialist help. However, on certain occasions help may need to be sought from outside agencies in particular the Learning and Behaviour Support Service from Chadsgrove Special Education School.