




# FARINGTON PRIMARY SCHOOL

**POLICY NAME:** Behaviour Policy

**ADOPTED:** September 2023

**REVIEW PERIOD:** Autumn 2024

**SIGNATURE:**   
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Chair of Governors



## **FARINGTON PRIMARY SCHOOL**

### **BEHAVIOUR POLICY**

#### **PURPOSE**

Farington Primary School has high expectations of all its pupils. The purpose of our behaviour policy is to enable everyone – parents, pupils, staff, governors and other members of the school community to share responsibility for creating an atmosphere which enables children to manage and self-regulate their own behaviour in and around school. This will feed directly into behaviour for learning and have an impact on the academic progress of our children.

#### **AIMS**

1. To create a school community, which is safe, purposeful, and a happy environment for effective learning, based on high standards, shared values, and a clear understanding of the behaviour expected at all times.
2. To foster mutual respect and caring attitudes where all achievements are acknowledged, celebrated, and rewarded appropriately.
3. To help pupils develop effective responsibility for managing their own behaviour which allows them to grow into self-disciplined young people who show respect for themselves and others whilst wanting to learn and improve.
4. To manage pupil's behaviour effectively following a whole school approach to behaviour management which is clearly understood by pupils, parents, and staff, and is supported by clear and consistent rewards and sanctions.
5. To set clear boundaries of acceptable behaviour to ensure that all children feel secure.
6. To promote a partnership of shared responsibility for behaviour at all times throughout school.
7. To take any appropriate action to ensure that all children access their entitlement to a progressive, broad, and balanced curriculum in a welcoming, safe, and secure environment.
8. To recognise and promote the link between positive learning behaviours and successful outcomes.

## **SCHOOL RULES**

In order to achieve a safe, pleasant working environment certain rules must be followed. School rules are made to allow children to work, learn and play happily together.

Our rules encourage children to:

- Take responsibility for their actions.
- Realise they will be accountable for their actions.
- Recognise that their actions can both positively and negatively affect their academic development/success.

We place great emphasis on self-control. Any behaviour is a chosen response. When rules are not followed children must understand there is a direct consequence to their actions.

All children will be expected to follow the '**Golden Rules**' and these are used to remind the children about expectations.

**WE ARE GENTLE  
WE ARE KIND  
WE LOOK AFTER PROPERTY  
WE LISTEN TO PEOPLE  
WE ARE HONEST**

We explain to the children that everyone has:

- A right to learn
- A right to feel safe
- A right to respect

We believe that high standards of behaviour and good relationships will create an environment in which effective learning will take place. A high priority is given therefore to developing positive behaviour within our school.

## **ROLE OF THE ADULTS**

All adults have a responsibility for encouraging all pupils to behave well at all times. Our school will be effective as we are proactive in providing regular behaviour management training opportunities and apply appropriate rewards and sanctions, through our behaviour for learning class charts, which complement our distinctive ethos, and which encourages excellent behaviour. Classroom management skills are the most important factor in achieving good standards of classroom behaviour. We expect all adults to set high standards and to provide children with excellent role models. We recognise that children are readily influenced by the adults around them and as such will imitate behaviours exhibited by adults. To assist with this promotion of positive behaviour, it is our responsibility to ensure that children see adults maintaining excellent relationships and addressing each other in polite and courteous ways.

We recognise that the daily responsibility for class behaviour lies with the class teacher but all adults in the school community have a responsibility to ensure that children are behaving in a safe and appropriate manner.

Key characteristics of “good practice” within the classroom are:

- A prompt start to lessons
- A calm and purposeful classroom atmosphere
- Respectful relationships with and between pupils
- Respect for resources, well organised and independently accessible
- Enthusiasm and use of appropriate humour by the teacher
- High expectations for all
- Clear procedures, instructions, and modelling by adults
- Clearly planned, appropriate and differentiated challenges for all
- Collaborative learning
- Opportunities for children to lead learning
- Working walls which children use to support their independent work
- Pupils encouraged to reflect on their achievements and to edit and improve further
- Sharing mistakes as part of the learning process

**Consistency:** Children need to know what is expected of them in all areas of school, by all staff. Staff will set high standards and apply rules firmly and fairly.

**Courtesy:** Everyone will act with consideration and courtesy to others at all times. Shouting and aggressive behaviour is always discourteous.

**Respect:** Staff will expect to give and to receive respect.

**Be positive:** Staff will take the time and patience to interact with children in a positive way. Separating the behaviour from the child will protect self-esteem.

**Relationships:** Good relationships are vital. Staff will take the initiative to relate and communicate with children and each other – smile, greet, speak, and listen.

**Environment:** The quality of the school’s environment influences children’s behaviour. Dangers and graffiti etc. will be dealt with promptly and litter/ untidiness be kept under control.

At Farington Primary School, we pride ourselves on being totally committed to inclusion and consider ourselves a fully inclusive school, therefore we will not tolerate any bullying behaviour towards pupils with disabilities or racist, sexual, or homophobic bullying or bullying in relation to any other protected characteristic under the Equality Act. We believe in direct action, immediate intervention and constantly reinforcing to pupils that all forms of bullying and unacceptable behaviour are unacceptable and will not be tolerated.

## **SPECIAL EDUCATIONAL NEEDS AND BEHAVIOURAL DIFFICULTIES**

- In managing behaviour difficulties, the school will have regard to the Code of Practice for children with special educational needs and disabilities (SEND) and will strive to ensure that children's special learning needs are identified and met.
- Support will be sought from external agencies (Educational Psychologist, Educational Social Worker, and Specialist teacher) for children identified as having special needs resulting in emotional and behavioural difficulties.
- Support will involve devising individual programmes building self-esteem, behaviour recovery, behaviour monitoring, taking responsibility and being included as part of the community.
- Children will be encouraged to be involved in setting their own individual targets and be part in the review process.

## **ROLE OF THE PUPILS**

Pupils are not passive receivers of education. They must participate in their own learning. We consider then that children should have a part to play in achieving and maintaining high standards of behaviour. Children will be given responsibilities to help manage the school as they are likely to react by behaving more responsibly. All ages of children will be encouraged to take up the responsibility of participating within the School Council and our Year 6 children will elect Prefects to fulfil roles around school. Children will be encouraged to take up responsibility for setting an example of good behaviour for the rest of the school to emulate. They may also support others positively through the school's playground leaders and buddy systems. We encourage children to resolve minor conflicts using the Restorative Approach. Children will be further involved, where necessary, through circle time, Relationships and Health Education (RHE) and assemblies enabling them to solve smaller problems for themselves. Children may be involved in agreements or action plans drawn up with parents regarding their behaviour, when necessary. Children will contribute to creating a pleasant learning environment to achieve a sense of ownership. Children are encouraged to respect each other's rights to speak and give opinions and to always work to the best of their abilities at all times. We believe that children work best when given both encouragement and meaningful praise which refers directly to a specific behaviour, attitude, or achievement. Assessment for learning strategies are embedded in school and encourage excellent behaviour and close working relationships between peers.

## **SELF-ESTEEM**

A commitment by everyone to enhance self-esteem is crucial behaviour to be successful. If we have been encouraged and praised and have been given opportunities to experience personal and social success, we are more likely to perceive ourselves as capable, likeable, and worthwhile people: in other words, we will have found self-esteem. An adult or child with good self-esteem will be confident in their ability to succeed, will welcome and enjoy new learning experiences and will be able to relate well to other people. Their self-confidence and optimism will allow them to adopt a positive approach in all that they do, and this will be effective in creating all manner of academic and social successes. Moreover, sound self-esteem enables people to develop resilience, learn from feedback and to view

failures in a balanced and realistic way and as part of the learning process. This will be taught through RHE (Relationships and Health Education) lessons using materials from the PSHE Association and our current PSHE provider, One Decision and enhanced through everyday learning opportunities. Children are also encouraged to share mistakes in class and to support each other in editing and improving their work.

As a school we:

- Recognise the positive influence of reward and praise, for attainment, achievement, and effort.
- Recognise that many children display positive behaviour and attitudes to learning and seek to acknowledge and reward those children in positive ways.
- Strive to acknowledge children's strengths and recognise their achievements and successes.
- Endeavour to praise and reward children who are doing the right thing rather than criticise the poor behaviour, thus reinforcing our high expectations regularly and clearly.
- Take the time to explain how positive behaviours can impact on both academic and social development, in addition to raising self-esteem and confidence.

We strive to use positive statements rather than negative e.g. 'Please walk down the corridor' rather than 'Stop running.' This communicates what is expected as well as stopping the unwanted behaviour.

### **ROLE OF THE PARENTS/CARERS**

Parents are the first educators. They play a crucial part in shaping their children's personalities and attitudes and continue to have a powerful influence over them throughout their school years. We believe that parents have a vital role in promoting positive behaviour in school. If sanctions are given to a child, these will be discussed with a parent in line with this policy and we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concerns remain, they should then contact our pastoral manager, Mrs Seager. If concerns still remain, these will be passed onto the Deputy Head – Mr Williams and finally the Head Teacher – Mr Hollinghurst.

**As a school, we will:**

- Ensure parents are aware of our Behaviour Policy (accessible on our school website).
- Involve parents when behaviour problems arise, at an early stage rather than as a last resort.
- Recognise that pupil's behaviour at school may be different than at home.
- Aim to reach an agreement with parents about the nature of a problem and what needs to be done.
- Draw to the attention of parents, good learning behaviours. If a child reaches OUTSTANDING on our class behaviour charts, then a message of congratulations will be put in the children's planner. Stamps for reaching excellent are also put in the children's planners.
- Be sensitive and supportive to families under stress.
- Establish partnership, home-school links and expectations of behaviour at induction evenings.
- Be welcoming to all parents and encourage partnership by involving parents in the life of the school.
- Encourage parents to fulfil their responsibilities in supporting their child's education and behaviour by working in supportive collaboration with the school.

- Use expertise from specialist teachers or multi-agencies to support both the school and families.
- Inform and discuss with parents if their child has been involved in a behavioural incident.

## **IN THE CLASSROOM**

Each class has its own format for applying the behaviour for learning system, which is adapted to ensure that it is understood and valued by children.

In addition, schemes such as 'Stars of the day' which are awarded daily by a member of the school's SLT, stickers, reward cards/praise cards are used, again at an age-appropriate level.

We are aware that all adults in school are role models for children and aim to deal sensitively with the situation where children have broken school rules. Whilst we strive to manage behaviour in a positive manner, we have the following procedures to manage unacceptable behaviour:

**Behaviour for Learning Procedures** *(Please note that this is an outline and assumes lower-level behaviour. More extreme behaviour may result in sections being bypassed)*

The Behaviour for Learning chart has the following sections: -

1. Outstanding *(if a child finishes the day here, they receive a message home from their class teacher)*
2. Excellent
3. Ready to learn *(all children start the day here and return to this point following a sanction)*

Children can move up and down the chart within a session, based on their behaviour and attitude to learning. Showing manners, completing work and not being disruptive to others is considered a minimum expectation.

Children can move up and down the chart based on the following behaviour for learning characteristics: -

I am kind to others
I am polite and well-mannered
I am a good listener
I work independently and show initiative

I work cooperatively within a group
I contribute to class discussions
I concentrate and stay on task
I persevere and do not give up when encountering a problem
I have a Growth Mindset
I have good personal independence and am prepared for lessons (e.g., with correct resources/P.E. kit etc.)

***Children who achieve an 'OUTSTANDING' award within the week will have a special reward on a Friday afternoon, held Mrs. Seager. They will come for hot chocolate and biscuits as a way of celebration for their efforts and achievements.***

## **OUTDOOR PROCEDURES AND OUR YELLOW INCIDENT SYSTEM**

### **Restorative Approach**

This is an approach where shared values, a caring attitude, good relationships, mutual respect, and a sense of belonging are key factors. It acknowledges that conflict and behaviours happen but rather than to seek blame and dispense punishment it repairs harm by finding acceptable ways to move forward. This approach teaches the children necessary skills to self-regulate their behaviour. Emphasis is placed in repairing and reflecting on their behaviour. Where necessary, the pastoral manager (Mrs Seager) may work with individuals/groups/classes of children as appropriate. Conflict is resolved by asking the following questions to both the 'harmed' and the 'harmer':

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- How do you feel about what has happened?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think should be done to make things right?

### **Outdoor behaviour**

### **PLAYGROUND RULES**

We will:

- Keep our hands and feet to ourselves



- Be kind to everyone and let people join in.
- Tell the truth and be ready to say sorry.
- Look after and share the play equipment
- Be respectful and listen to adults and other children.
- Put litter in the bin.

## **MOVEMENT AROUND SCHOOL**

In order to ensure the school is a safe environment for everyone we will:

- Walk quietly in the corridors.
- Open the door for other people and be careful.
- Be polite to adults and other children.
- Look with your eyes and not your fingers.
- Leave our 'playground voice' outside.
- Walk in a line one behind the other and do not overtake.

All staff will seek to reward excellent behaviour, manners, and co-operation that they encounter during the outdoor periods. They may use reward points and stickers to highlight good behaviour. Good news should be fed back verbally to the teacher daily, allowing the teacher to reinforce and support impeccable behaviour during these times. All staff will now also follow the sanctions agreed within school and also use our Yellow 'incident' system. Please note that children who retaliate would also be dealt with in the same manner. As a school we cannot condone any aggressive behaviour at all. SLT will deal with all yellow incidents. These may include:

- Spitting
- Swearing openly (overheard by adult or verified by a group of children-caution needed on issuing cards based on hearsay)
- Repeated refusal to comply with a reasonable request
- Violent behaviours
- Fighting
- Deliberately damaging property
- Discriminatory behaviour

Yellow incident structure:

1. A first yellow incident occurs. SLT will then inform the class teacher. In turn, the class teacher will contact parents/carers to explain the incident. This is recorded in the class behaviour book.
2. If a second yellow incident occurs, within the same term, the child's class teacher, accompanied by a member of the SLT/pastoral manager will invite the parent/carers in for a meeting regarding the

child's behaviour. A dinnertime report card will be put into operation to be signed daily by an SLT member and parents/carers. This will then be added into the behaviour file.

3. If a third incident occurs in the same term, the parent will be required to see the HT or DHT along with the class teacher. A dinnertime suspension will be required. This will be firstly an internal suspension and parents will be notified of the decision.

4. If a child was to be involved in a 4<sup>th</sup> yellow incident, then this would result in an off-site lunchtime suspension for a period of 1 week.

There is a 'Clean slate' at the start of each term.

Lunchtime supervisors also follow the sanctions as mentioned earlier in the policy. Lunchtime staff record any incidents on post it notes and speak to the class teachers at the end of the lunchtime session. The class teacher is then in charge of appropriately moving the child to the relevant stage on the behaviour system.

## **REWARD SYSTEMS - WHOLE SCHOOL**

### **'STAR OF THE WEEK'**

Two children who have impressed the adults in their class with their effort, determination and resilience will be chosen for star of the week which will be awarded in front of the whole school as part of our Friday celebration assembly.

### **Achievement Book**

Children will be included in the Achievement book if they have completed work that is above and beyond what would be expected of them. They will go and show their work to the headteacher/deputy headteacher and discuss their achievements. This is then written into the child's planner for parents/carers to see their achievements.

### **Top Table Awards**

These will be chosen by the Welfare Assistants and will be awarded to children who have demonstrated positive behaviour at lunchtime, including good manners and helpfulness.

### **Team Points**

Children are allocated to one of four teams. Academic work, growth mindset and application to their work are rewarded with team points within class. These are collated for a whole school reward on a weekly basis.

### **Outstanding Awards**

Each time a child ends the day on 'outstanding' on the in-class behaviour for learning charts, they will receive a message from their class teacher.

### **Special Stars**

These half-termly awards are given to three children in each class who have worked exceptionally hard through the half-term. The children are awarded with a star badge to acknowledge this achievement. These consist of bronze, silver, and gold awards.

### **WHOLE SCHOOL BEHAVIOUR RECORD/LOG**

The Behaviour Log, held by the Head teacher is a detailed record of children's unacceptable behaviour, which will be used for discussion with children, parents and other outside agencies where needed.

### **CPOMS RECORD KEEPING (Child Protection Online Management System)**

All staff at Farington Primary School have access to and regularly use the CPOMS system that we have in place. This service provides us with comprehensive record keeping as described below:

In certain instances, CPOMS is used to record behaviour incidents which are required for long-term record keeping. Examples include children who are behaviour plans, or if there is a possibility that behaviours may be in relation to safeguarding concerns.

### **CHILD ON CHILD ABUSE**

Should there be any examples of Child-on-Child Abuse, or allegations of, school takes these seriously and will take the following plan:

- Accounts / Disclosures will be recorded in line with safeguarding procedures. (e.g. accurate accounts, direct quotes made clear, listen closely, do not promise confidentiality.
- Where safe to do so, the parents/carers of both parties will be informed and invited to meet with the DSL to discuss the matter.
- If required, the matter would be escalated to Children's Social Care, the Police or other agency as appropriate.
- Full records will be kept of all meetings, discussions and these will be recorded on CPOMS.

Confidentiality will be maintained throughout and appropriate support (both internal and external) put in place as soon as possible.

### **MONITORING AND REVIEW**

This policy has been discussed and agreed with all stakeholders of Farington Primary School, and whilst it provides a basis for behaviour management of most children in the school the Headteacher, Deputy Headteacher and all class teachers reserve the right to use their discretion and professional judgment.

The Headteacher will monitor the implementation of this policy. Staff will regularly discuss behaviour as part of staff meetings to review its effectiveness.

This policy will be updated in line with new initiatives together with any streamlining of school procedures.

## **SUSPENSION & PERMANENT EXCLUSION**

Suspension is an extreme sanction and is only administered by the Headteacher (in consultation with the Senior Leadership Team). Suspension, whether fixed term or permanent, is never an ideal situation but may be necessary to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.

The decision to exclude a pupil will be taken in the following circumstances:

- a) In response to a serious breach of the School's Behaviour and Relationships policy
- b) If allowing the pupil to remain in school would seriously harm the education and/or welfare of the pupil or others in the school.

Suspension is a sanction which may be considered for any of the following (once in-school systems have been exhausted): -

- Continuing or escalating verbal abuse and intimidation to staff and pupils affecting the welfare of others in the school.
- Deliberate and significant physical abuse of staff or other pupils
- Indecent and highly inappropriate behaviour shown towards others
- Continuing, escalating and serious damage to school property
- Serious actual or threatened violence against another pupil or member of staff without the sign of de-escalation or immediate resolution
- Unacceptable and significant behaviour affecting the learning and welfare of others, which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

Suspension will not automatically happen as a result of the above and will only be considered in consultation and once all other possible strategies have been exhausted. The final decision for suspension will be made by the Headteacher.

Suspension will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the various policies involved
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, suspension will be the outcome.

## **Suspension procedure:**

- Most suspensions are of a fixed term nature and are of short duration (usually between 1 and 3 days).
- It is expected that whilst a child is on a fixed-term suspension plans will be discussed about successful re-integration.
- The Headteacher is not allowed to exclude a pupil for a fixed period exceeding 45 school days in any one year.
- Governors review all permanent suspensions and fixed term suspensions that are over 15 days at a Governor Pupil Disciplinary meeting attended by three untainted governors, the Head teacher, parents/carers and any other support or witnesses necessary to the meeting.
- Following suspensions, parents are contacted immediately where possible. A letter will be sent by post or given to the parents at the meeting after school giving details of the suspension and the date the suspension ends. Parents can make representations to the Governing Body and the Rowan Learning Trust as required.
- A return to school meeting will be held with the child and parent/carer following the expiry of the fixed term suspension and this will involve a member of the Senior Leadership Team and other staff where appropriate. This may involve a Pastoral or Behaviour Support Plan.
- During the fixed term suspension, the pupil is not allowed on the school premises and daytime supervision is the responsibility of the parents. Work will be provided for the child to complete at home, usually via e-mail
- In certain circumstances it may be considered appropriate for a part-time return to school building up to full-time attendance if this means a more successful reintegration and change in behaviour for the benefit of the child. This is agreed between the Headteacher and parent/carers in the interests of the child and the school community. A behaviour plan will be created and shared with all stakeholders. This must be a short-term arrangement (no greater than 8 weeks, with a clear timeline in place, and work will be provided for the periods of time the child is not in school, unless the doing so may cause issues which could be of detriment to the behaviour plan.

## **Permanent Exclusion**

Permanent exclusion will only be considered as a final, formal step in a concerted process for dealing with severe disciplinary offences following the use of a wide range of other strategies, which have been used without success.

Permanent exclusion procedures (following Local Authority protocols) will be followed strictly and there will be rights of appeal and the Headteacher will need to make a clear case to Governors, parents and the Local Authority what the reasons are for the decision to permanently exclude.

## **SPECIAL EDUCATIONAL NEEDS**

We recognise that children have Special Needs in terms of behaviour and that they need to be identified and Individual Behaviour Plans formulated. This information will be shared amongst staff so that a consistent approach can be used.

## **USE OF CONTROL AND PHYSICAL INTERVENTION**

The use of physical intervention should, wherever possible, be avoided. It should only be used to manage a child or young person's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would be reasonably regarded as exceptional circumstances. When physical intervention is used it should be undertaken in such a way that maintains the safety and dignity of all concerned.

If physical intervention is necessary then it should be done with another member of staff present and assisting to ensure the well-being of staff and pupil, and so there is a trustworthy observer who ensures everything is done appropriately. A record must be made of that intervention on CPOMs (as soon as possible)

Two members of staff within school (Allan Williams and Lisa Seager) are TEAMTEACH trained.