

Positive Behaviour for Learning Policy

Good behaviour is a necessary condition for effective teaching to take place.

To be read in conjunction with the SMSC Policy, Equality and Diversity Policy, SEN, Cyber Bullying, Child on Child abuse, CCTV, Anti-Bullying, PREVENT and Teaching and Learning policies.

This policy forms part of the school aims which state that we have high expectations of work and behaviour in a lively school that changes and evolves.

Purpose

- To ensure we have a whole school behaviour policy supported and followed by the whole school community: parents, teachers, children and governors, based on a sense of community and shared values
- To apply positive policies to create an atmosphere in which teaching and learning can take place in a safe, secure and happy environment
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills
- To promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property
- To treat problems when they occur in a sympathetic manner to achieve an improvement in behaviour.

Leadership and Management

The headteacher is responsible to ensure this policy is implemented across school and that all stakeholders are aware of the contents of the policy. In the absence of the headteacher this role is covered by the senior teacher. Throughout the policy the role of the headteacher (senior teacher in absence of the headteacher) is made clear. The policy also covers the engagement of the governing body.

Expectations of staff

- To know the school's behaviour policy and use their professional judgement to implement the policy fairly and consistently.
- To be an exemplary role model for children and colleagues.
- To teach expected behaviour, rules, rewards and sanctions so that all children clearly understand what is expected of them and how the behaviour system works.
- To display rules, rewards and sanctions clearly in the classroom.
- To teach clear expectations for class and school routines such as listening, lining up, moving around school and transitions between activities.
- To be aware of each child's needs and know that some children may need additional and different support to achieve the desired outcomes.
- To respect all children and to fairly and consistently implement rules, rewards and sanctions.
- To give all pupils involved in poor behaviour the opportunity to explain what happened, without making assumptions.
- To teach all children how to recognise and manage their feelings and emotions and develop their understanding of and demonstration of our school values.
- To encourage all children to accept varying degrees of responsibility (for example allocating classroom roles such as cloakroom monitor etc), both in

and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.

- To provide an inspiring and inclusive curriculum in a way that enables all children to learn and progress.
- To create a safe and stimulating environment that supports children's learning.
- To encourage school/parental partnerships to promote children's well-being, education and maintain standards of behaviour.

Expectations of pupils

- To know and follow the school rules using the school values.
- To always try their best and take an active approach to their own learning.
- To treat adults and other children with respect and consideration.
- To take care of and respect property within the school environment and community.
- To follow the instructions of all adults who work in the school.
- To take responsibility for behaving safely and acting sensibly to protect the safety of other pupils.
- To act to resolve problems, worries and concerns in an appropriate way.
- To sign the School's home school agreement.

Expectations of parents/carers

- To enjoy good relationships with the school and to support the school in the implementation of the behaviour policy.
- To ensure that children are aware of appropriate behaviour in all situations and support the school's rules and expectations.
- To ensure that children attend school in good health, punctually, regularly and wearing the correct uniform.
- To share with appropriate staff any information which may impact upon a child's well-being, learning and behaviour at school.
- To encourage independence, self-awareness, self-discipline and show an interest in all that their child does at the School.
- To read and sign the home-school agreement.
- To support their children with homework and reading

Expectations

- The whole school behaviour policy is supported and followed by all adults with a connection to the school.
- Adults to model good behaviour at all times to promote a positive learning environment.
- To support the way in which all members of this school community can live and work together in an environment that is safe, secure and happy both physically and electronically, where effective learning can take place.
- To reward good behaviour.
- All work is completed during lesson time by all children unless there are mitigating circumstances.
- To provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- As part of our Special Educational Needs Policy any children with specific social or emotional behaviours will have dedicated support in addition to the usual behaviour strategies.

Strategies to promote good behaviour

- The school vision and values are promoted and discussed throughout the year in lessons and assemblies.

Fourlanesend Values:

- Respect and Responsibility
- Enthusiasm for Learning
- Confidence
- Honesty
- Kindness

These values are integrated and embedded throughout the curriculum and the school day.

Praise and sanctions in the class behaviour books and certificates given out during our Friday celebration assembly are clearly linked to these values.

- Behaviour and effort is rewarded through house points which support community cohesion throughout the school.
- Specific individual entries are recorded in each class's behaviour book.
- Value stickers used in younger classes to promote the use of our school values.
- A cup is presented weekly to the team with the highest weekly score. A shield is awarded annually for the team with the highest termly score.
- Children are encouraged to nominate those who display good use of our values, for inclusion in the behaviour book.
- Entries in the behaviour book are celebrated with the school community in the Friday celebration assembly. These entries are linked to the school values.
- Certificates are given out to individuals in the Friday Celebration Assembly to those who have strongly demonstrated a value in the week.
- Each class has the opportunity to earn tickets throughout the week for their collaborative behaviour during playtime, lunchtime, assemblies and other transition times. The winning class is then rewarded with time on the play equipment every Friday.
- Children who have used their values all week are entitled to a longer playtime on Friday – a file is kept on this in the staffroom.
- A Good Manners Cup is awarded at the Leavers' Assembly.
- Each class has a set of positive class rules displayed in the classroom which have been decided upon by the children and staff.
- Social and Emotional Aspects of Learning are taught throughout the school as part of our PSHE (Personal, Social, Health and Economic) which includes mental health and in addition online safety.

Sanctions

- Inappropriate behaviour cannot be allowed to disrupt learning.
- Parents are informed at an early stage if there is an issue with a child's behaviour.
- If work is not completed in class by a child for no good reason then we expect that the work is completed at playtime or lunchtime. However it is essential that ALL children get some break from work in the morning and this always has to be accommodated.

- A disruptive child is given three warnings. If they do not make a positive choice they are sent to another classroom for a set amount of time depending upon the age of the child. Their name is placed in the class behaviour book. The Headteacher then speak to the child – this is completed as soon as possible for younger children.
- Community Service
- If a child's name appears three times in the behaviour book, that child's parents are asked to see the Headteacher recognising that the behaviour systems of the school are not working for that particular child. Then, working in partnership with the parents, an appropriate alternative strategy may be put in place for that child.
- If a child's behaviour falls dramatically below standard, they are sent to the Headteacher straight away. Their parents are contacted and by working in partnership with school, a solution is found to resolve the situation.
- Report cards are used occasionally and only with the agreement of the parent/carer. They are introduced for children who make frequently poor behavioural choices. These monitor behaviour in each session of the school day and are signed by the teacher and pupil after each session and then sent home to be read, signed and commented on by the parent/carer and returned the following day. These are reviewed for effectiveness after an agreed period of time.

Strategies to promote inclusion

- To support all children's mental health and well-being we use positive me boards, proud clouds, in EYFS characteristics of effective learning. All staff ensure coverage of the personal development programme predominately through PSHE, it is covered in other subjects as it arises.
- Every class teacher completes and monitors their emotional audit at least half termly – these are completed as a team so that we can bench mark and it is useful to gain a larger picture e.g. discussions with previous teacher or links to siblings etc.
- The school follows the county guidelines on exclusion.
- If a child needs to be restrained or physically removed, TeamTeach trained staff will attend and deal with the situation.
- If poor behaviour persists, outside agencies will be called in if the parents gives permission. (see Appendix 1) If parental permission is not granted, the matter will be presented to the governors and the Local Authority for resolution.
- Support can be given to the family by the Early Help Hub.
- **Exceptions:**
 - Some children may have specific, additional or different needs. These children will have individual behaviour plans/child profiles which will be implemented and monitored by the adults who work with them.
 - If these measures fail to make an impact we may ask the parent if we can engage Danny Biscombe to work with the family or Educational Psychologist may be involved with parental agreement.
 - Children whose behaviour places themselves or others at risk, or may be particularly at risk in different environments, will have individual risk

assessments in place and these will be shared with all adults who work with the child and with the child's parents.

We have specific rules which are enforced on the grounds of health, welfare and safety.

a. Jewellery.

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during PE and swimming lessons (stud earrings may be covered with micropore tape). No smart watches/step counters are to be worn in school. Teachers are not to assist children with the removal of jewellery. If children cannot remove their jewellery themselves it should be removed by their parent or carer on PE days. Any items removed at school should be kept safely by the teacher for the duration of the lesson.

b. PE Kit

Appropriate clothing as set out in the school uniform list must be worn for all PE activity.

c. School Clothing

Parents are asked to send their children to school tidy and dressed appropriately for the weather. Only flat heeled shoes should be worn.

d. Personal Property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Any money brought to school should be handed in as soon as possible in named envelopes or purses and never left in bags, trays or coat pockets.

e. Mobile Phones

Children will not bring mobile phones to school as any contact necessary with parents in the school day will happen through the school office. If needed for a specific reason, they must be handed in to the office upon arrival and can be collected at the end of the school day.

Behaviour Guidelines and Procedures

A 'no shouting policy' is in operation and shouting must not be used as a class management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control or be heard in the playground.

Our 'Use of Force Policy' clearly defines what is and is not acceptable practice should physical intervention be required. All such intervention must be reported and recorded in the TeamTeach Record Book.

If a child should run out of the class or school building for any reason, staff should not run after them as this may place the child in greater danger. The headteacher should be informed immediately and lessons returned to normal as quickly as possible. An adult should keep the child within visual range whilst waiting for support to arrive. The child should not be approached until they are calm.

In most cases, the child will remain on site and stay within visual range. An adult should monitor the child until support arrives. Once the child has calmed down, an appropriate member of staff will attempt to approach the child and calmly invite them to return to a school building. If a child leaves the site, parents should be informed immediately, followed by the police. If parents and emergency contacts are unavailable the police should be informed straight away.

After returning to school, when the child is calm, it is important to explain the dangers of leaving the school buildings or premises and how seriously this is viewed by the school.

When appropriate the child's behaviour will be explored, next steps identified and possible alternatives such as 'voluntary time out' may be introduced.

Movement in and around School

All movement around the school should be calm and purposeful. Staff should ensure that children are suitably supervised. Expectations of behaviour for classes, groups or individuals moving around school should be clearly stated and reinforced by all staff referring to the school values and using the rewards and sanctions system.

Playtime Supervision

Playtimes will be supervised by teachers and teaching assistants with a minimum of two staff members on duty. Supply teachers should cover the duties of absent teachers. The school's rules, rewards and sanctions system will be used at play times. Pupils should be taught and encouraged to resolve minor issues appropriately and independently. If the weather is not appropriate for outside play time then the children will be supervised within their classrooms and/or the hall by those on duty; one adult for KS1/FS and 1 for KS2.

Lunchtimes

Lunchtimes are supervised by lunch time staff. They will use the school's rules, rewards and sanctions system to encourage good behaviour and discourage inappropriate behaviour. Lunch time staff will inform classroom staff at the end of lunchtime of any behavioural issues that might require further steps on the awards and sanctions system. More serious issues may require the immediate attention of the class teacher and any incidents involving race, homophobic behaviour or bullying issues must be reported to a member of the Senior Management Team and recorded.

Fixed –term and permanent exclusions

Exclusion from school is strictly regulated

- The decision to exclude a pupil must be lawful, reasonable and fair.
- Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race.
- Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- In carrying out their functions under the Equality Act, the public sector equality duty means schools must also have due regard to the need to eliminate discrimination, advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

If a child's behaviour shows no improvement after all options available to the school have been tried and all the above procedures followed, then a child will be excluded for a fixed term.

A child may be excluded from school by the Headteacher for a number of reasons, from half a day to permanently.

Only the Headteacher has the power to exclude a child from the school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Headteacher may also exclude a pupil permanently. Before taking such a step the Headteacher will have taken advice from the governors, the local authority, the Educational Welfare Service, the County Psychological Service and/or the School Medical Officer.

If the Headteacher excludes a child the parents/carers will be informed immediately and given reasons for the exclusion. At the same time the Headteacher will inform the parents/carers that they can appeal against the decision to the governing body. Where parents dispute the decision of a governing body not to reinstate a permanently excluded pupil they can:

- Request the decision is reviewed by an independent review panel

Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can:

- Make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination)

The Headteacher informs the Local Authority and governing body about any permanent exclusion and of any fixed term exclusion which exceeds five days in any one term.

Fourlanesend C P School adheres to the principle legislation guidance 'Exclusion From Maintained Schools, Academies and Pupil Referral Units In England Sept 2012.

Reasons for a fixed term exclusion:

- Physical or threatened assault on another child or member of staff.
- Constant disruption to the education of other children.
- Regular breaches of the school's behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Persistent bullying
- Racist abuse
- Deliberate and wilful damage to school property.

It is likely that a combination of the above will contribute to exclusion. Parents/carers will be contacted immediately and invited to school to discuss their child's behaviour.

Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to serious or persistent breaches of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Serious Incidents.

The School has the right to take measures to keep pupils and staff safe. These measures include:

- The right to confiscate inappropriate items from pupils such as sharp implements.
- Statutory powers to discipline pupils who behave badly on the way to and from the school, bringing it into disrepute.
- The right of Headteacher to search pupils if it is suspected that one of them is carrying a knife or an offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.

There will be zero tolerance of any form of serious assault on pupils or staff.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented following the correct procedures.

Serious breaches that may lead to permanent exclusion include:

- Persistent long term defiant behaviour
- Threatened or actual physical assaults
- Sexual abuse
- Supplying illegal drugs or carrying an offensive weapon.

Implementation

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude the school will ensure that:

- a thorough investigation has been carried out
- the child being considered for exclusion has been encouraged to give their version of events
- consideration has been given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions has been taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible.
- evidence will show conclusively that the child was responsible for the incident.

Parental Involvement.

The development of positive behaviour and self-discipline is a gradual process which begins at home. Fourlanesend C P School welcomes the interest and close involvement of parents and carers and expects that parents will support our behaviour policy. Parents/carers and children are encouraged to sign the home/School agreement.

If a child's behaviour raises concern, the parents/carers will be involved as soon as possible. Parents/Carers are invited to work with the school in order to support the child's progress.

Children who have specific, different or additional needs will have a personal behaviour plan which will be agreed with the parents/carers, the school staff, and the child. It will be implemented and monitored by the adults who work with the child but is the overall responsibility of the class teacher.

Staff induction, development and support

The behaviour policy makes up an integral part of the induction of new staff. All staff have to sign to say the policy has been read and understood. This is expected on an annual basis. CPD is given both in house and externally. In house training will also be given for any changes/needs of an individual child or reminders.

Pupil transition

New pupils are introduced by the class teacher to our values, rules and expectations. For re-introduction following education at another setting or a fixed term exclusion the school values, rules and expectations of the individual will be discussed and recorded in a meeting with the children and parents/carers prior to transition back to school.

Child on Child abuse

This is covered in its own policy

Monitoring

The Headteacher and a named governor will monitor the effectiveness of the behaviour policy on a regular basis, reporting to the Governors on the effectiveness of the policy and if necessary, make recommendations for further improvements.

Review of policy – Autumn 2024

Appendix 1
Educational Welfare Service
School nurse
SEMH team
Educational psychologist
CAMHS
Brighter Futures