



Behaviour Policy

Document Management

This document was created by SLT in August 2019 and adopted by Governors in September 2019
This document is subject to review in September 2024

Document Control

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Reference	Description	Date
SLT	Document created and reviewed by SLT	August 2019
SLT	Document reviewed	July 2020
SLT	Document reviewed	December 2022
SLT	Document reviewed	September 2023

For clarity throughout this policy the words school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franche, Holiday Club and Breakfast/After School Club.

Aims:

This policy aims to explain:

1. Our behaviour intent for Franche Community Primary School
2. Implementation: How we ensure there are consistent approaches to the provision of behaviour
3. Impact: How behaviour is and how this has an impact upon learning

Statement of Intent:

Franche Community Primary School believes, that in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, vulnerabilities or other needs, and will address these needs on an individualised graduated response.

The school is committed to:

- Teaching values and attitudes which will promote responsible behaviour; encourage self-discipline and encourage in children, a respect for themselves, for other people and for property.
- Developing a whole-school expectation of good behaviour supported and followed by the whole school; all staff, parents/carers, children and governors, based on a sense of community and shared values.
- Applying positive strategies to create a caring, family atmosphere in which teaching and learning can take place in a happy, safe and secure environment.
- Encouraging good behaviour by providing a range of rewards for children of all ages and abilities.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2020) Checklist for school leaders to support full opening: behaviour and attendance

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Drug and Alcohol Policy
- Physical Restraint and Reasonable Force Policy
- Complaints Procedures Policy
- Safeguarding Children Policy (including Child Protection)
- SMSC policy

2. Roles and responsibilities

The Governing Body has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any social, emotional and mental health (SEMH) related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender (including gender reassignment), marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.
- Reporting to the Governing Body on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENDCO and DSL are responsible for:

- Overseeing the whole-school approach to mental health and well-being, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents/carers with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the Headteacher and Governing Body, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENDCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents/carers and other agencies, including SEMH charities.
- Staff to utilise the 'Mental Health Waves of Support' for pupils' well-being and where necessary, refer pupils with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people's mental health services (CAMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents/carers of pupils with SEMH-related behavioural difficulties, where appropriate (including those providing alternative provision).
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- DSL and SENDCO to share information with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents/carers are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.
- Collaborating with the Governing Body, Headteacher and the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the safeguarding and well-being of children across the school.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents/carers, the Well Being team, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high behaviour expectations.
- As authorised by the Headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils in liaison with parents/carers to support behaviour in the home environment.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents/Carers are responsible for the behaviour of their child(ren) inside and outside of school, by:

- Discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- Agreeing to and upholding the schools Home-School agreement.
- Attending Parents' Evenings, parents' functions and by developing informal contacts with school.
- Knowing that learning and teaching cannot take place without sound discipline.
- Understanding that staff deal with behaviour problems patiently, positively, fairly and in the best interests of all children.

3. Effective classroom management

The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities through the schools' creative curriculum.

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the behaviour principles set out across school and learning environments:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils and show regard for the school Golden Rule and Franche values at all times.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in home learning at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.
- Work hard, try their best.
- Show kindness towards others.

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Praise
- Nurture
- Routines
- Rewards
- Classroom rules

4. Classroom Rules

- Teachers establish classroom rules on an annual basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.
- Teachers ensure that classroom rules are always pupil-friendly. Attention is given to how rules are worded – teachers ensure they use positive language rather than negative.
- Behaviour Stages and Franche Values are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced.
- Teachers explain clearly to pupils what will happen if they breach any of the rules so that they are aware of the sanctions that may be imposed.

Routines

- The school understands that pupils work best when there is an established routine; as a school, we recognise that children can communicate their feelings and emotions through behaviour and at these times, we will adjust routines to support, as/when required.
- Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.
- Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine.

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive, safe and fun environment, and value amongst pupils. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded and reference the relevant Franche value(s).
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied dependent on the child.
- Perseverance, independence and resilience are encouraged.

Rewards

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. The major aim of the school policy is to encourage children to behave well by operating a values-based system of praise and reward. The main principle and “Golden Rule” that underpins this is *‘Treat other people as you would like them to treat you.’* It is a simple rule that is clear to understand for all and sets a high expectation of behaviour.

For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The school uses different categories of rewards – these are:

- **Social** – verbal praise and recognition, e.g. year band, phase and whole-school assemblies, newsletters, ParentMail
- **Class Dojo**- recognition for the school values
- **Material** – stickers, postcards, certificates

Class Dojo	Adults in school have access to an online program, Class Dojo, where children are given points for showing positive behaviour, related to the Franche Values. These values are: Family, Respect, Aspiration, Nurture, Creativity, Health and Enjoyment. Each child in the school from Years R to 6 has an avatar on the Dojo site that can be given points by any member of staff teaching that child. These points can then be used by the children individually to redeem rewards decided upon collaboratively by themselves, their peers, their teachers and SLT. As well as rewarding children for doing the right thing, it also provides a consistent approach to behaviour management across the whole school day.
Certificates	<p>Individual certificates celebrating achievement are awarded within year groups for effort and exceptional performance:</p> <ul style="list-style-type: none"> • Star of the Week – linked to the value of that week • Most improved... subject specific (half termly) • Head Teacher's Award - awarded half termly for children who demonstrate admirable behaviour in line with the Franche Values; Family, Respect, Aspiration, Nurture, Creativity, Health, Enjoyment. <p>At the end of each half term, a Celebration Assembly takes place to recognise significant achievements or outstanding efforts and contributions outside the normal remit. This is also used to celebrate achievements in attendance and punctuality.</p>
Brilliant Book	<p>The purpose of the Brilliant Book is to collate examples from the school staff team of positive moments, great choices, things that the child is good at etc.</p> <p>Any staff member may write in the Brilliant Book a positive comment about the child and the child shares the book regularly with a member of staff that they identify as being their 'champion'.</p> <p>This approach aims to build self-esteem and celebrate the child's achievements.</p>

Positive mental wellbeing will be promoted through the 'Waves of Support' as well as the following:

- Teaching in health and well-being through the wider curriculum
- Positive classroom management
- Working with parents/carers
- Peer support

5. De-escalation strategies

Where negative behaviour is present, staff will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm.
- Using simple, direct language.
- Avoid being defensive.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language.
- Reassuring the child and creating an outcome goal.
- Allowing 'take-up time' and not requiring immediate compliance.
- Noticing as soon as the child begins to behave appropriately and giving positive feedback.
- Speak in a calm, controlled voice, not raising the volume.
- Referring to the behaviour required rather than the undesired behaviour.
- Keeping children safe.
- Using the THRIVE **Vital Relational Functions (VRFs)** to help children notice how they are feeling or reacting in a situation:
 - ✓ **Attunement** - Being alert to how the child is feeling and demonstrating attunement to their emotional state through facial expression, body language, gestures and noises
 - ✓ **Validation** - Providing validation to the child's perspective/experience/feelings (e.g. "It's really hard when you get something wrong. I would feel cross too")
 - ✓ **Containment** - Demonstrating you understand how the child is feeling by offering what you see back, in small manageable pieces (e.g. "I'm noticing that you are very red in the face, I go red in the face when I am hot or angry about something.", (e.g. "I'm noticing that it's hard for you when....")
 - ✓ **Soothing/regulating** - Helping the child to soothe their distress, then regulate their emotions by modelling a calm emotional state.

6. Positive Handling

All members of staff (if trained) have the legal right to prevent pupils from committing an offence, injuring themselves or others, damaging school property, and to maintain good order and discipline in the classroom and school environment. Staff have been trained in “Team-Teach” Positive Handling Strategies and a register of those staff can be made available at any time.

Positive Handling strategies as a method of restraint will only be used as a last resort and staff will use their professional judgment of the incident to decide whether physical intervention is necessary.

All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some incidents, such as violence or where there is an immediate risk of injury.

The pupil will be safely removed from the situation, as soon as possible, to regulate, where a member of the Senior Leadership Team will take action and contact parents/carers. The DSL and/or SENDCO will be contacted, if necessary.

Where the child cannot be safely and easily removed from an area, other pupils will be evacuated from the area in order to ensure their own safety and physical and emotional well-being.

Where positive handling holds have had to be used, an incident form in the Bound and Numbered book (Team Teach) **must** be filled in **on the same day** and the situation discussed with the Headteacher, SLT and Safeguarding Governor.

A Health and Safety Accident/Incident Form (RIDDOR) will be completed and returned to the Local Authority in situations where injury has occurred to either members of staff or pupils.

The Headteacher and/or members of the Senior Leadership Team will work with the relevant member(s) of staff and parents/carers to devise an action plan to meet that child’s needs. This may include the support of other agencies.

7. Managing Behaviour

Staff are expected to reward positive points to children on Class Dojo, in line with our Franche Values:



What can you gain points for?



- | | |
|--------------------|---|
| F amily | • Working as a team and being proud of our school community |
| R espect | • Respecting others’ ideas, differences, culture and personal space |
| A spiration | • Having a growth mindset, going for goals, trying your best |
| N urture | • Showing kindness to others, coaching, peer feedback |
| C reativity | • Creative problem solving, having the courage to express ideas |
| H ealth | • Challenging your body, talking about feelings and staying safe |
| E njoyment | • Joining in, being enthusiastic and motivated to explore learning |

Class Dojo points are then redeemed by children in exchange for rewards.

Possible Dojo rewards at Franche:

- **Class rewards:** to be agreed by the children at a year band level, through collaboration with their peers, their teachers and SLT.
- Children can also gain points for reading every day at home. This is part of our aim to encourage a love of reading.
- **Whole school rewards** – half-termly around the values e.g. *Family*: film afternoon with popcorn; *Respect*: *Cultural*: food, drumming, dance; *Aspiration*: low ropes course; *Creativity*: Arts; *Health*: football, cooking. Children will have a CHOICE on how to spend their points and a range of staff/faculties to deliver across the school

The stages below refer to procedures to be followed for negative behaviour choices.		
Stage	Behaviour	Procedure
Stage 1:	Not following the golden rule E.g.s include: Shouting out, refusing to follow an instruction	Stage 1: Moved to another space in the classroom.
Stage 2:	Not following the golden rule Repeating the above even after instructions have been given by an adult	Stage 2: Moved to a <u>different</u> classroom (not YBL). Optional detention 10 mins (break or lunch issue)
Stage 3:	Not following the golden rule Unsafe behaviour	Stage 3: Moved to the Year Band Leader Lunchtime detention 15mins in Year Band
Stage 4:	Not following the golden rule Physical assault (For this, a child should move straight to Stage 4)	Stage 4: See Phase Assistant Headteacher, DSL, SENDCo, Headteacher (dependent on the need of the child) <i>Detentions (lunchtime) may be used depending on the severity/frequency of the behaviour. This will be supervised by a member of SLT.</i>
Further Action(s)	Damaging school or other people's property Unsafe behaviour Persistent disruptive or disrespectful behaviour, which impacts on the education of other children Physical assault Spitting, swearing, fighting, racism, bullying, stealing Inappropriate language to include sexualised behaviour	Stage 5: Internal suspension (decision made by SLT) Stage 6: External suspension (decision made by Headteacher) * Pursuant to Section 29A of the Education Act 2002 the governing body may direct a pupil off site for education
NOTE: <ul style="list-style-type: none"> • Stages 2, 3 and 4 will be logged on CPOMs • Stages 2, 3, and 4 may involve parents/carers being contacted about the incident • Stages 5 and 6 will be logged on CPOMs and SIMs • Stage 6 will be notified to county via the Portal 		

Challenging behaviour when children have additional needs

- Where a pupil is identified as having SEMH difficulties, SEND support will be put in place
- SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupils' need, will consist of three stages:
 - ✓ **Wave 1:** Universal support – the adjustments, interventions and support accessible to all pupils that is deliver at a whole-school level.
 - ✓ **Wave 2:** Targeted support – the support and interventions delivered using the school's resources, led by the SENDCO
 - ✓ **Wave 3:** Specialist support – the support and interventions for pupils who have more complex and enduring SEMH needs.
- Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHCP, in line with the school's SEND policy.
- Where SEND is not identified, but the Headteacher determines that support is still required, a Pastoral Support Plan may be created to outline the individual provisions in place.
- The Headteacher has the legal right to enforce a fixed-term suspension.
- The local pupil referral service may be contacted to offer support to the pupil and their family.
- When the pupil returns to school, the Headteacher or member of SLT and parents/carers will carry out a reintegration meeting.

8. Procedures for Dealing with Major Breaches of Discipline:

- The incident will be documented on CPOMs.
- Incidents involving child-on-child abuse (including bullying) will be dealt with in accordance to the child-on-child abuse policy alongside the behaviour policy.
- A meeting with parents, and appropriate staff will be arranged to discuss the child's behaviour. This may lead to:
 - Implementation of a PSP (Pastoral Support Plan), when and where appropriate.
 - Implementation of IBP (Individual Behaviour Plan in consultation with SENDCO)
- If necessary external referrals will be made
- If the problem is severe or recurring then suspension procedures are implemented following Worcestershire and government guidance and procedures.
- Permanent exclusion is the Headteacher's decision, after thorough investigation of any incident.
- Parents/Carers have the right of appeal to the Governing Body against any decision to suspend.
- If a child leaves school premises without permission school staff have a duty to inform police and parents/carers and, where appropriate, a linked social worker.
- At any point, an escalation of support may be deemed appropriate in specific circumstances.

9. Staff Training

The school recognises that early intervention can prevent incident of behaviour. All staff have regular training. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be. All staff will also receive training on the common symptoms of SEMH difficulties, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.

Teachers and support staff will receive training on this policy as part of their new starter induction including the contents of the Behaviour policy.

10. Monitoring and review

This policy will be reviewed by the SLT on an annual basis, who will make any necessary changes and communicate these to all members of staff, pupils and parents/carers.

Signature:

Date: