

Positive Behaviour and Discipline Policy

Date	Review Date	Coordinator
September 2018	October 2021	Deputy Head

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour

during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to pupils of compulsory school age who are registered at a school' but they can also be applied for misbehaviour by pupils outside compulsory school age such as pupils within our maintained nursery. While 'penalty notices for parents of pupils found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We understand that 'Headteachers and school personnel authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item'.

We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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Aims

This behaviour policy aims to:

- Establish a community where all pupils, parents and staff are valued and enjoy a sense of belonging.
- Create high standards of behaviour so that effective teaching and learning can take place.
- Develop, in all children, positive self-esteem and a sense of self-worth which will help them realise their potential in their physical, intellectual, social and personal development.
- Encourage self-respect, self-discipline, respect for others and property in the school and community.
- Help children become courteous, well-mannered, tolerant and understanding of others.
- Begin to develop the skills necessary to resolve conflict and differences of opinion with sensitivity.
- Ensure that parents are informed of our Positive Behaviour Policy procedures and to encourage their co-operation and support in the successful implementation of our school discipline policy.

Introduction to behaviour management

The Headteacher and Staff at Frith Manor Primary School believe firmly that effective learning cannot take place without a requisite standard of good behaviour. In the context of this school good behaviour is defined as:

“That which assists the school to fulfil its function, namely the full development of the potential of all its pupils.”

Conversely, unacceptable behaviour would be defined as conduct which prevents this, either when an individual prevents his/her own development through inappropriate behaviour or when unacceptable conduct disrupts the development process for other members of the school community.

A Positive Approach

Whilst this policy outlines sanctions which may be imposed as necessary, we do not see discipline within our school as a series of rules and regulations. Rather, we view discipline in a positive way, where praise and reward are fundamental.

We wish to develop children’s ownership of their own decisions, their actions and consequences. We hope to train and guide children, in partnership with parents, to behave in a socially acceptable way to become responsible individuals and effective members of our community.

Roles, Rights and Responsibilities

Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- appointed a coordinator for behaviour and discipline to work with the Headteacher;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;

- create an ethos that makes everyone in the school community feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of pupils behaviour,
- ensure school rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- model behaviour that he/she wants to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure school take individual children to the calming room to talk about their concerns or worries or just to calm them down if something has upset or angered them;
- with all members of the Senior Leadership Team will:
 - maintain a regular visible presence throughout the school day and especially when pupils arrive and leave, at break times and lunchtimes
 - ensure pupils move around the school in an orderly manner
 - praise good behaviour
 - celebrate successes
 - the good performance of school personnel
 - take action if school personnel do not follow this policy
 - consistently inform parents of this policy
 - ensure school personnel praise good behaviour and work
 - ensure school personnel understand the additional needs of all pupils in their care
 - monitor the number of sanctions and rewards given by individual school personnel
 - have in place clear strategies for pupils who are likely to misbehave
 - ensure school personnel are aware of these strategies and apply them
 - have in place support mechanisms for pupils with behaviour difficulties
 - ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- ensure the health, safety and welfare of all children in the school;
- work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;
- recommend to the Governing Body the use of a parenting contract:
 - in cases of truancy/poor attendance;
 - when a pupil has consistently misbehaved or has been permanently excluded or excluded for a fixed period;
 - when it is considered that parenting is a factor in the truancy or bad behaviour of a child and where the parent appears to be in need of support.

- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by analysing :
 - pupil attitudes to school and learning
 - the views of pupils, parents, school personnel and governors
 - the number of fixed-period and permanent exclusions
 - incident logs, rewards and sanctions
 - the number of reported cases of bullying
 - strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- organise a 'Buddy System';
- analyze the concerns from the 'Worry Boxes';
- track pupils through IEPs;
- create links with parents;
- deal with external agencies;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of the Teacher

A teacher's role is to provide education for the children in his/her care.

*'Set high expectations which inspire, motivate and challenge our pupils'
'Teachers Standards 2012'*

When the teacher and pupil understand their different roles a positive, well ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school rules form the framework of our expectations as teachers for the behaviour of the children in our care. Our class rules, negotiated in September, school Golden Rules and Code of Conduct in Year 5 and Year 6 will be clearly displayed in each classroom and commented on, at regular intervals, by the teacher. Teachers will enforce acceptable behaviour in their class in a positive manner, having regard to the positive nature of the school policy, consulting with the Headteacher when necessary.

Rights and Responsibilities of the Teacher

Teachers have a Right to:

- Expect courtesy and respect from colleagues, parents and pupils.
- Expect opportunities for professional development.
- Be valued as part of the school team.
- Discipline all pupils in the school according to school procedures by encouraging positive behaviour and making appropriate choices.
- Expect back-up procedures to be in place for managing behaviour.
- Have an opportunity to work to their full potential in a calm, safe environment.

Teachers have a Responsibility to:

- Behave in a professional manner always.
- Provide children with a broad, balanced and suitably differentiated curriculum.
- Be approachable, sympathetic and alert to pupils in difficulty.
- Recognise the individuality of children.
- Have high but realistic expectations for each child and strive to cater for their needs.
- Acknowledge effort and achievement.
- Consult with parents about a child's progress or behaviour.
- Provide a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability.
- Enforce the school's behaviour policy in a fair and consistent manner.
- Co-operate and work with the school management team and colleagues.
- Pursue opportunities for personal and professional development.

Role of the Support Staff including MTS.

All Support Staff in the school are valuable members of the school team and work in partnership with the Teachers and the Headteacher to provide a well-ordered learning environment. All Support Staff will assist the Teachers in enforcing good behaviour in the school in a positive manner, having regard to the positive nature of the school policy, consulting with the Teachers and Headteacher when necessary.

Rights and Responsibilities of Support Staff

Support Staff have a Right to:

- Expect courtesy and respect from colleagues, parents and pupils.
- Expect opportunities for professional development.
- Be valued as part of the school team.
- Assist in the maintenance of good behaviour of all pupils in the school according to school procedures.
- Expect back-up procedures to be in place for managing behaviour.
- Have an opportunity to work to their full potential in a calm, safe environment.

Support Staff have a Responsibility to:

- Behave in a professional manner always.

- Be approachable, sympathetic and alert to pupils in difficulty.
- Recognise the individuality of children.
- Have high but realistic expectations for each child and strive to cater for their needs.
- Acknowledge effort and achievement.
- Assist in the provision of a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability.
- Enforce the school's behaviour policy in a fair and consistent manner.
- Co-operate and work with the school management team and colleagues.
- Pursue opportunities for personal and professional development.

Role of Pupils

Pupils will:

We would expect the children who attend Frith Manor Primary School to enjoy their education and to have their needs met. However, at the same time we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do. A child who is having trouble at school should inform his/her class teacher, the HT or any other member of school staff.

Pupils have a Right to:

- Be valued as a member of the school community
- Work and play in a calm, well managed and safe environment
- Receive a broad, balanced and suitably differentiated curriculum
- Be listened to in a sensitive manner
- Get help when they seek it
- Be made aware of the school's standard of expectations about work and discipline
- A fair, consistent, clear and calm approach to behaviour management

Pupils have a Responsibility to:

- Follow the school's Golden Rules / code of conduct (Y5 and Y6) contained in the Positive Behaviour Policy
- Show respect for staff, visitors and other pupils in school
- Show respect for their own and others' property
- Behave in an acceptable manner and always represent the school in a positive way
- Listen attentively and work to the best of their ability always
- Promptly follow the directions of all staff

Role of Parents/Carers

Standards of behaviour are well established in children before they come to school. Accepted standards of behaviour may vary from home to home and family to family. Behaviour which can be tolerated at home may not always be acceptable at school because of the large numbers involved in the school community.

We believe in the principle of partnership and therefore encourage parents and guardians to establish and maintain a positive relationship with the class teacher and Headteacher.

It is essential that staff and parents work in partnership to achieve and maintain the standard of behaviour expected by the school for the benefit of every child. The support of parents is essential to maintain high standards of pupil attendance, punctuality, and pupil appearance, wearing of school uniform, caring for learning materials (particularly those belonging to the school) and supervision of homework.

Rights and Responsibilities of Parents and Guardians

Parents have a Right to expect:

- A safe, stimulating and happy learning environment for their child.
- The delivery of a well-balanced, broad and suitably differentiated curriculum.
- To be well informed about their child's progress and any concerns the school has about the child.
- Up-to-date information on the school behaviour policy and procedures.
- To be kept informed should their child not meet the standards of behaviour set.
- An opportunity to discuss disciplinary matters with the class teacher or HT, including sanctions imposed in accordance with policy procedures.
- A consistent and fair approach to behaviour, with sanctions are appropriate with the seriousness of the misdemeanour.
- A school community which is sensitive to the needs of the individual child.
- An acceptable level of courtesy and respect to be shown to their children by staff.

Parents have a Responsibility to:

- Act as positive role models for their children in their relationship with the school.
- Promote an understanding of what is acceptable and unacceptable in terms of behaviour.
- Support the school in implementing the behaviour policy and in maintaining a high standard of discipline.
- Ensure children are well rested and prepared to start the school day.
- Ensure that children comply with school rules regarding uniform, attendance and punctuality.
- Encourage children to show respect to all staff, school visitors and peers.
- Encourage children to value their own property, school property and that of others.
- Be realistic regarding their child's ability and offer encouragement and support to them.
- Encourage children to complete school work and homework to a good standard.
- Advise school at the earliest opportunity of any problems concerning their child.
- Work in conjunction with the teachers and Headteacher should any discipline be required.

Pupils' Code of Conduct

A very high standard of conduct, work and appearance is expected from pupils at Frith Manor Primary School. Respect for oneself and consideration for others are the ideals by which pupils should be guided in all their behaviour in school, in the home and in the wider community.

The Code of Conduct is very important in ensuring that each pupil can reach his/her full potential in Frith Manor Primary School.

Attendance

- Good attendance is essential. All absences should be covered by a note.
- The school day is from 8.55am / 3.20pm / 3.30pm
- If a pupil has an *unavoidable* appointment during the school day, they should, if possible, be in school before and/or after the appointment.

Punctuality

- Pupils should be on the school premises by 8.40 a.m., *at the earliest*, when teacher supervision begins [unless attending Breakfast Club]
- Pupils should be in school *no later* than 8.55am when lessons begin

Behaviour

- Pupils should have respect for themselves and others and take responsibility for their own actions.
- Pupils should be well-mannered always.
- The use of bad language and gestures is unacceptable.
- Boisterous games and activities which are liable to cause injury to the pupils or others are prohibited.
- Pupils should respond immediately and appropriately to all members of staff always.

Homework

- All homework should be well presented, reflect careful effort and be submitted on time.

Appearance

- A high standard of personal appearance and hygiene is expected always.
- Full uniform should always be worn, unless previously arranged with class teacher/Headteacher and pupils' names should be clearly marked on all clothing and articles brought to school.
- For safety reasons jewellery will be restricted to a watch and stud earrings.
- When engaged in physical activities it is necessary to remove all items of jewellery for health and safety reasons.
- Long hair should be tied back. Hairstyles must be tidy, unobtrusive and not extreme. Unnatural hair dye is not permitted.
- Make-up and nail varnish are not allowed.

Movement

- Pupils should move around the school in a quiet and orderly manner as directed in the school rules.
- Toilets should be used at set times or when otherwise directed by the teacher.
- In the dining hall, pupils are expected to walk in an orderly manner when entering, exiting or moving within the hall.
- All pupils are expected to go out at break-time and lunch time, unless directed by a teacher otherwise.
- Pupils may only leave the playground with the permission of a member of staff.
- Pupils coming to school by bicycle / scooters are not permitted to ride them anywhere inside the school grounds. They must be wheeled in the school grounds and parked in the cycle shelter.

Property

- All pupils will show due care and respect for their own and others' property. School property and school grounds are due the same importance as something which is their own.
- Pupils should only bring to school items of property which they need or are asked to bring by their class teacher.

School Rules and Routines

Pupils are responsible for their own behaviour and will respect and obey all members of staff always.

Whole School Golden Rules

We have adopted the use of Golden Time school celebration and reward session for those pupils who have kept all week a set of school values called the “Golden Rules” / Code of Conduct Year 5/6.

Copies of the rules are displayed in each classroom and around the school.

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property

Each Friday afternoon, KS1 2.30pm – 3pm. KS2 2.45pm – 3.15pm. Pupils can enjoy special activities such as Golden clubs or a range of activities chosen by the pupils

Pupils are rewarded daily with Golden Time minutes. A class traffic light system allows pupils opportunities to monitor their own behaviour and make good choices. Every day all pupils begin on the green traffic light. A child who shows inappropriate behaviour will be given a warning. If the behaviour does not improve they will “move” from green to orange. Opportunities will be given to show that behaviour has improved, and the child can move back to green. A child who continues to misbehave may then move on to red with a resulting sanction of 5 minutes less Golden Time.

A pupil who has lost all Golden Time minutes may, with the teacher’s discretion, negotiate a “contract” to earn back Golden Time minutes [the most that can be earned back is 15 minutes].

Pupils who are seen upholding the Golden Rules can be moved up to Gold and may be awarded a Golden Ticket at the end of the week which is entered in a half termly draw for a prize to be drawn into assembly.

Within the classroom

Each class has an agreed set of classroom rules negotiated at the outset of the year which broadly reflect the following:

- We will treat everyone with respect.
- We are attentive to the teacher and other pupils.
- We will always try our best.
- We are always prepared for the school day.

Within the school building

- We always walk quietly and safely, in single file.
- We open doors for visitors.

The Playground

In dry weather, the children will play outside at break and lunch-time.

In the playground, children follow the Golden rules:

- We are gentle when we play
- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen to and keep the playground safety rules
- We are honest with everyone.

On wet days, the children will remain in the classrooms at break and lunch-time and will be supervised by the lunch-time supervisors. The children will respect and obey teachers and supervisors always.

The Dining Hall

In the Dining Hall, the children will follow the LUNCHES rules:

- We line up calmly
- We walk carefully through the hall
- We speak quietly to those around us
- We keep our tables clean
- We are polite to everyone
- We use good table manners

Educational Visits

Pupils on school visits will be expected to abide by the aims of our Positive Behaviour Policy and school rules re behaviour. In addition, the Headteacher and staff will reserve the right to implement any rules which they deem necessary to ensure the safety and welfare of pupils and staff and achieve the aims and purpose of the visit. A Risk Assessment will be carried out for all visits.

Praise and Reward

It is the aim of Frith Manor Primary that discipline within our school should be a positive process and children will be encouraged and rewarded for progress and achievement. The following list is not exhaustive but gives an indication of the value we hold in self-esteem and reward.

Rewards

In Class

- Stickers / stampers
- Verbal praise or written comment
- Display of particularly good work in special place in classroom
- Peer praise
- Visits to another teacher or Headteacher
- Certificates
- Given responsibility within class
- Prize from class teacher
- Golden Time

In School

- Praise in Assembly
- Stars of the Week
- House points
- Entries in the school newsletter/ school website
- School trips and involvement in school teams
- Headteacher Award

Unacceptable Behaviour

All children need to know what unacceptable behaviour is and young children need to be taught, through circle times, what this behaviour looks like. If unacceptable behaviour is to be avoided we must work and play together safely, calmly and happily. We will keep to the following guidelines:

We say NO to:

- Unkind physical or verbal behaviour *
- Fighting *
- Shouting out ***
- Wasting time ***
- Rudeness (to staff or fellow pupils) *
- Running inside the school building or classrooms ***
- Talking at inappropriate times ***
- Leaving the classroom/school premises without permission *
- Ignoring instructions and support from teachers or support staff *
- Taking other peoples' property *
- Damaging property*
- Swearing and aggressive language *
- Not listening ***
- Racism *
- Homophobia*
- Covering up the truth *
-

(* Indicates the number of warnings a child will receive before a consequence is imposed – see sanction)

Anytime a * is issued the class teacher to record onto Otrack.

Anti-Bullying

A separate policy for Anti-Bullying is available on our website or a copy can be provided by the main office.

Sanctions and Strategies

Positive behaviour needs to be reinforced by rewards and encouragement and inappropriate behaviour needs to be discouraged using appropriate sanctions. Sanctions are designed to have a dramatic effect on unwanted behaviour, but they must be imposed fairly and in a positive way. Children must always be made aware that it is the behaviour and not them which is undesirable. Sanctions are designed to break a cycle of unwanted behaviour and rectify future choices that children make.

The consequences below provide a set of options that are available to staff when a pupil has behaved inappropriately. The need for fairness and consistency is paramount when enforcing any sanction and they should only be used in extreme cases or when unwanted behaviour is repeated after warnings (see unacceptable behaviour section for guidance on level of severity).

The consequence chosen should 'fit' the behaviour. We recognise that this involves staff using their discretion and judgement about children's needs and behaviour. In line with DFE guidance, repeated inappropriate behaviour may require a harsher consequence and could be subject to exclusion in more severe circumstances.

Consequences:

- Warnings - These should be positive and reflect the universal behaviour scripts used by all staff at Frith Manor School (see appendix 2)
- Time out – Children will sit on 'The Thinking Spot' (KS1) with a timer to calm down and reflect on their behaviour. Designated Time Out space in the classroom (KS2) with a timer (as above).
- Miss part or all their morning or lunchtime play (KS1 upwards). Children are not to miss morning or lunchtime play to complete work that is unfinished unless a specific unwanted behaviour has led to them not being able to complete it.
- Being sent to a Senior Teacher
- Contact Parents
- In cases of severe and persistent unacceptable behaviour:
 - Devise a behaviour plan and share with parents (see appendix 1)
 - Get support from Outside Agencies
 - Be temporarily internal exclusion
 - Be permanently excluded

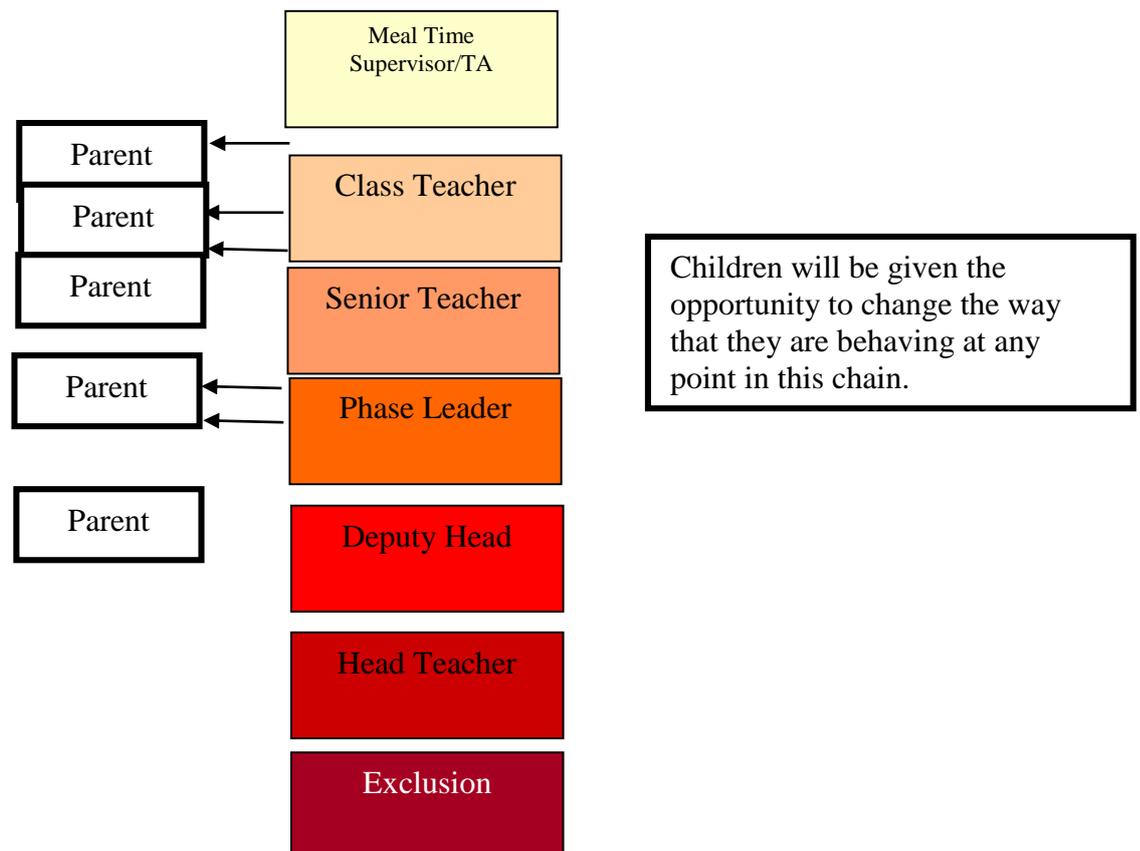
Exclusion: see separate policy.

Frith Manor School considers exclusion to be a consequence that is only used in the most severe cases of unacceptable behaviour. Persistent and repeated severe behaviours that are having a negative and damaging impact on the pupil or other pupils are those that are associated with exclusion.

The Behaviour Stepping Stones

Frith Manor School expects to see children behaving in a controlled, respectful and sensible way. We do recognise, however, that there are times during the school week when this doesn't happen. Sometimes children behave in an unacceptable way and repeat this pattern of behaviour. When children continue to behave in a way that is not acceptable there is a system that tracks the severity of the behaviour. With each 'step' the incident(s) become more serious. All staff are advised to take note of the hierarchy of the members of staff involved at different stages of escalation.

Incidents in the playground or classroom



Dealing with unacceptable behaviour

Structures and Procedures for All Staff

1.
 - All teachers must deal with unacceptable behaviour themselves firstly.
 - Teachers should use a variety of positive strategies and those that encourage children to modify their behaviour independently e.g. thinking chair. Parents should be told informally by the class teacher about any incidents.
 - Teachers should keep a note of unacceptable behaviour and the action taken when the behaviour is recurrent.
2.
 - If unacceptable behaviour continues, teacher must inform phase leaders and strategies will be organised e.g. use of the ABC record sheet (see appendix) to record behaviour, daily reports to parents, missed playtimes etc. All staff involved with the child will contribute to the record sheet, so that a picture of triggers, resulting behaviours and effective actions can be established.
 - Persistent or troubling behaviour should be discussed formally with a parent and, if appropriate, a behaviour plan will be formulated.
3.
 - If the unacceptable behaviour continues the Deputy Head must be involved. Parents will be invited to discuss strategies and regular meetings will then be arranged to resolve the problem. The Class Teacher, Deputy Head and parents will be present at this meeting. Support from outside agencies may be considered at this stage.
4.
 - If the unacceptable behaviour is a serious/major concern the Head Teacher must be informed. Parents will be invited to the school and pupils may be temporarily or permanently excluded.

Responsibility for the Policy and Procedure

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- school health nurse and from
- Social Services.

Incidents

- All incidents of bad behaviour are recorded on an incident sheet.
- The co-ordinator thoroughly investigates all incidents and reports to the Headteacher.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Maintaining good order and discipline
 - Safeguarding pupils
 - The use of reasonable force
 - Dealing with bullying
 - Pupils at risk of disaffection
 - Pupil support programmes
 - Searching, Screening and Confiscation
 - Equality
 - Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:	Leigh Carmichael	Date:	September 2018
Chair of Governing Body:	Wendy Kravetz	Date:	September 2018

Appendix

1. Behaviour Plans
2. Sample Behaviour Plans
3. Behaviour Scripts used at Frith Manor School
4. Circle Time
5. ABC – Behaviour Recording Chart

Behaviour Plans

Sometimes children will show repeated and unwanted behaviours at school and may require additional support to rectify this. When class teachers identify children with such needs, they have the responsibility to work with the Special Educational Needs Disability Coordinator and the child's parents to work

At Frith Manor School we think that children need a consistent approach to managing behaviour positively and one way to achieve this is to create behaviour plans that can be shared with all adults who meet the child. The behaviour plan is written by the class teacher and agreed with the parent and followed at home. It will be reviewed termly, so that children are continually moving forward with the independent management of their own behaviour.

Sample Behaviour Plan

Name:	Class:	Date:
Background		
Areas of Strength	Areas causing Concern	
Targets	Support to achieve targets	
Actions		

Notes	

Behaviour scripts – Creating positive responses to children’s behaviour

Two of the biggest challenges children face are learning acceptable behaviour and being able to control their own behaviour.

We do not believe that children should be blamed or chastised for their behaviour. We want to create a shift from telling children what they have done wrong to pointing out to children what they are doing right and how to do it right if they need more guidance.

Behaviour guidance is all the things you do and say to help children learn and demonstrate acceptable behaviour. The aim is for children to improve guiding and controlling their own behaviour and to rely less on teachers to guide them.

Frith Manor School has devised a behaviour scripts guide to assist all staff in using the correct approaches to create positive changes in children’s behaviour.

Behaviour	Negative Response	Positive Guidance
A child hits or lashes out at another child.	“That was naughty. Don’t hit other children”. “Go and sit over there and think about what you have done”. “You did a bad thing”.	“Oh dear. It’s sad that you felt you had to do that. What are our Golden Rules? What could we do to make it better? What could you do next time? – This is giving the child ownership and making them feel in control.
A child isn’t lining up properly at lunchtime.	“You are not doing the right thing, line up properly”. “You will have to move to the back”. “Stop doing that, it’s naughty”.	“Can you show me how we line up at Frith Manor”? “Have a look at _____. Can you see how they are lining up? I know you can line up like that too”. ‘I’ve seen you doing such lovely lining up before, maybe you could show me again”.
A child breaks a piece of equipment because they are not using it properly.	“Look what you have done!” “That was a very naughty thing to do”.	“Oh dear, what a shame. Can you tell me what the golden rule is?” “We look after property at Frith Manor. How can you make sure that doesn’t happen again?”
A child says something unkind to another child.	“What a horrible thing to say”. ‘You are an unkind boy”.	“I think you may have hurt _____’s feelings. How could we make her/him feel better?” “What is our golden rule about being kind?”

A child won't do what you have asked them to do.	<p>"You better do it". "I'm not asking you again". "If you don't do it I won't let you play with the Lego".</p>	<p>"You know that at Frith Manor we listen to grownups. I'm going to count down from five and then I know that you will make the right choice". NEVER ARGUE WITH A CHILD. AVOID POWER STRUGGLES.</p>
A child isn't sharing.	<p>"You have to share". "Give it to her now".</p>	<p>Young children find sharing very difficult and adults must accept that children are learning this skill. Always explain to the child why you want them to share. "How would you feel if you couldn't have one of the toys to play with, but somebody else had lots?" "It looks like you have a lot of blocks, could you make the right choice and give some to____." 2. Once the child has made the right choice, praise them and explain: "I am very pleased you have made that kind choice. Now you can both play and feel happy".</p>

Circle Time

What is Circle Time?

The aim of Quality Circle Time is to nurture children's emotional and social and strengthen their self-esteem, so that they can modify and regulate their own behaviour. Meetings are planned and directed by the teacher, but the aim is to encourage children to interact with each other with confidence.

"Regular circle meetings help children to become emotionally strengthened, socially confident and able to cope with the stresses of life".

(Jenny Mosley, Circle Time Handbook, 2011)

Circle Time is a class meeting that will take place on a weekly basis to discuss matters of concern. The 'Golden Rules' will provide a basis for meetings and the Circle Time Handbook will be used in The Foundation Stage to structure the meetings. Class teachers can decide which areas are of importance to them and their class for the week. Topics could include:

- Feelings
- Unkind behaviour

- Issues outside of school e.g. things that children are worried about that have been mentioned in the media
- Friendships
- Feeling shy
- Telling the truth
- Caring about our school
- Being helpful

Any matter can be discussed, and children must be encouraged to air their feelings, give their point of view and contribute ideas to solve problems.

How Circle Time Works

Meeting Up – Playing a Game

Begin each meeting with a fun opening activity to help the children relax. This will often involve a game that requires children to change places. These games need to be played quickly and should not take more than a few minutes.

Warming Up – Breaking the Silence

This step is to remind the children that they all have the right to speak and the responsibility of listening during circle time. E.g. pass the sentence – My favourite colour is... Each child in the circle completes with their own suggestion. You can pass an object called a 'speaking object'. Whoever is holding the 'speaking object' has a right to speak uninterrupted.

Opening – Exploring issues that involve the class

This is the most challenging part of the meeting. This is when children can express opinions. Teachers may wish to use prompts – 'I need help because...' or 'Being a good friend means'... or 'My feelings were hurt when...'

This is also a time when specific skills can be practised. For very young children, it is advisable to use metaphors, stories, role-play, puppets and props for this section.

Cheering Up – Celebrating the Positive

Now is the time to move the children away from the issues of concern and celebrate, praise and give thanks to one another. This can be immediate praise for what the children have contributed to the meeting or can include a more general celebration. This time can also be used to mention any solutions to issues or concerns that we discussed during the 'Opening Up' phase e.g. If a child has expressed that they are lonely at playtime, another child may suggest a new playground game that they could play with them.

Calming Down – Bridging Children Forward

Children must experience quiet and calm before the session is drawn to a close. You could play a very calm game like 'Pass the Tambourine' without making a sound or do some guided visualisation with peaceful music.

Sessions last about 45 minutes. Foundation Stage children will need less than this.

Policy on Reasonable Force and Safe Handling

Frith Manor Primary School actively promotes the use of positive behaviour management strategies, thus reducing the need for any form of physical intervention. However, emergency situations may arise when this is unavoidable and necessary. Such situations may be:

- When the health, safety and wellbeing of an individual, or group is endangered by the action of another person or persons
- Where an individual is endangering his or herself
- Where there is a developing risk of injury or significant risk to property

In the event of contact, as a last resort, becoming necessary, the procedure and guidance, as outlined in the Department of Education Circular 'The Regional Policy Framework on Reasonable Force / Safe Handling' (May 2004) will be followed.

ABC Data Recording Chart

Time	Location	People/Person Involved	ANTECEDENT Describe the triggers or what happened just before...	BEHAVIOUR Describe what happened...	CONSEQUENCE What positive or negative event occurred immediately following	Possible Function (escape, attention, sensory, tangible)