



'Being different, Belonging together'

A WHOLE SCHOOL POLICY FOR BEHAVIOUR

Introduction

This policy is the foundation for a clear shared understanding between teaching and non-teaching staff, children, parents and Governors of the school.

Our policy ensures consistency of approach throughout the school to children's actions or reactions in given situations and /or to their environment

Our policy is to create a safe, yet exciting environment where all children are able to have full access to the National Curriculum.

Our policy:

- Reflects the philosophy and the Christian Ethos of a Church of England school
- Reflects whole school curriculum guidance
- Leads to consistency of approach
- Is evident throughout the school
- Is short, concise and easy to understand
- Will benefit children, parents and staff
- Is available to staff, Governors and parents
- Will have regard to the diversity of children's cultural backgrounds.

A secure, accepting setting will encourage children to:

- Grow in self-awareness, and develop a positive attitude to their emotion, life and learning
- Develop positive relationships with other people
- Develop an interest in and reflect upon the world around them
- Learn to respect other people and their property.

We all share responsibility for creating a secure and accepting setting by:

- Actively listening to each other
- Responding sensitively and constructively
- Being willing to negotiate
- Valuing ourselves and others equally
- Learning from mistakes
- Agreeing plans of action
- Acting responsibly.

1. Routines and expectations

Every child and adult who comes into our school should be aware of the daily routines which help the school to run smoothly and what is expected of the school community.

(In accordance with Section 89 of the Education and Inspections Act 2006)

Agreed by the Full Governing Body in June 2020. To be reviewed July 2021.



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1.1 Starting the day

- School starts at 8.55 a.m.
- Children come straight into school from 8.45am
- Members of the leadership team are positioned at both entrances to school from 8.45 – 8.55am, both gates are locked at 8.55am.

1.2 Assembly

- Collective Worship is at 3.10pm Monday to Thursday and 3.00pm on Friday
- Children must enter quietly while listening to the chosen music of the day, supervised by their class teacher
- During Collective Worship children must listen and pay attention at all times
- After Collective Worship children leave quietly listening to the chosen music
- The behaviour consequence ladder actions are followed to rectify behaviour not in line with our expectations and High 5 rules.

1.3 Playtimes

- KS1 playtime is at 10.30am – 10.45am and 2.45pm – 3.00pm. KS2 playtime is at 10.50am – 11.05am.
- At least two adults must be on duty, (see separate timetable in the staffroom). One to one staff must be on duty with their particular child if necessary
- Children should be encouraged to play playground games e.g. skipping
- Football is allowed in the designated part of the playing field with a non-leather ball
- There is a rota for which classes can play football on specific days
- Children not involved in the game must play in the other part of the playground for safety reasons
Other children may play on the grass in fine weather
- Children are not allowed to bring balls from home
- At the end of playtime children must stand still when the bell is rung
- When the second bell is rung KS1 and reception children will go into school and when the third bell is rung KS2 children go in sensibly
- Children who do not behave in line with our expectations and High 5 rules will be dealt with as stated on the behaviour consequence ladder. Serious incidents will be recorded using the behaviour software. If behaviour persists further action will be taken.
- Minor injuries are recorded in an accident book in the first aid room. A bumped head must always be reported to parents.

1.4 Wet Playtimes

No class must be left unsupervised at any time. Children are encouraged to behave responsibly. Each class has an activity box and games for wet playtimes.

1.5 Lunchtimes

- Children are expected to show MSAs (Midday Supervisory Assistants) the same recognition and respect as any other member of staff
- Children and MSAs will follow the Lunchtime Procedures.

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1.6 Behaviour in the playground

- Children will follow the expectations for behaviour and our High 5 rules for playtimes. Any backchat or disobedience to MSAs will be recorded and reported to the headteacher.
- At the end of lunchtime the bell will be rung in the foyer to warn the staff to return to collect their class from the playground.
- The bell is then taken outside by a teacher who will ring it for the children to stand still. When it rings again KS1 and reception children will go into school, when it is rung a third time KS 2 children will go into school

2 Illnesses, Accidents and Medicines

See policy for Supporting children with Medical Needs.

3 Out of school

- On school visits children will obey the instructions of the teacher/s in charge and any supervisory helpers.
- Children travelling on a coach or in a taxi must:
 - Stay in their seats at all times
 - Respect the driver and other adults on the bus
 - Keep the noise level down
- They will be expected to show recognition and respect for any guides, museum staff etc. and for members of the public.
- Swimming- children are expected to obey the special rules and to have the correct kit. (See swimming policy).

4 General Conduct

- As children become older, increasing emphasis is placed on self responsibility.
- Children are expected to act in a manner to allow the smooth running of the school-
 - Holding doors open for adults and each other
 - Greeting adults by name when possible and have a tone in their voice which is respectful
 - Being polite and considerate especially with the younger children
 - Speaking quietly
 - Moving quietly and sensibly around the school.

5 Rewards and Sanctions

All children have been involved in creating our High 5 rules. Posters to remind the children are around the school. Teachers use the statements to reinforce the Christian Ethos of the school.

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Be Honest
Show respect for one another and our belongings.
Keep our hands and feet to ourselves
Keep safe and happy
Always try your best



Any misbehaviour will usually break one of the above and can be used therefore to promote and reinforce good behaviour by everyone working in the school.

In the classroom rules can be added which are pertinent to that class.

Each class has discussed and decided upon the following:

- 1) Expected behaviour all of the time
- 2) Unacceptable behaviours
- 3) Behaviours which are above and beyond.

Each class will decide on a skill they which to practice every half term, this will be displayed in the classroom and referred to regularly. (Based on Dr Ben Furman's Kid's Skills work).

Each teacher may develop their own reward systems in addition to the school approach which will be clearly communicated to parents via the termly curriculum letters which will be published on the website and parents will receive a copy using Parent Hub.

EVERGREEN

Evergreen is our positive behaviour management system, the aim is to recognise and reward those pupils who always behave in the expected manner. Each child starts the week with 25 minutes choosing time / Evergreen on a Friday if they stay Evergreen. There is a visible display in every classroom. Parents will be informed using Parent Hub that their child/children are still Evergreen on a Friday afternoon.

In order to lose Evergreen, a child may have had a reminder and a warning that a particular behaviour is not acceptable, they will then receive a green slip (**see Appendix iii**), if the behaviour continues, which is taken to the Headteacher or a member of the senior leadership team if the Headteacher is unavailable. The green slip focuses a restorative practice approach discussion about the poor choice with behaviour. Parents are informed that their child has received a green slip and why. The pupil loses their choosing / Evergreen time as a result. Pupils then have the opportunity to gain some of their choosing / Evergreen time back over the week.

If there is a serious breach such as inappropriate language or hurting someone intentionally then the child will lose their evergreen straight away without a reminder or warning – this will be at the adult's discretion.

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At break times the consequences are similar, the child will receive a reminder first of all, if the behaviour continues then the pupil will be given time out to calm down and think about their behaviour. If the pupil carries on the poor behaviour they will then receive a green slip and the procedure is then the same. At times pupils will miss break times if it is felt this is appropriate for the actions.

On a Friday afternoon, each classroom will have choosing activities set up and children will be allowed to choose where they go to spend their time.

Behaviours which are above and beyond – pupils who display these behaviours will receive 'Above and Beyond' certificates in our Celebration Worship.

Possible rewards for Good Behaviour

- Verbal praise from the teacher and/or other children
- Stickers to encourage good manners and hard work
- Best table trophy/team points/etc
- Superstar and Class certificates
- Good work praised by another teacher/headteacher
- Stickers by MSAs
- Tully Values Cups
- Evergreen treat
- Golden time
- In the Friday Collective Worship we celebrate good work and behaviour by the class as a whole, this is on rotation, KS 1 one week, KS 2 the next
- The whole school is in four House Teams (named after churches which have a special interest in this school) - the children work through the week collecting individual team points for practising reading, spellings and timetables at home. Pupils from Year 6 are team leaders who will collect the points every Friday for the Friday Celebration Assembly. A silver cup will be the team cup and the winner each Friday will be displayed prominently
- Above and Beyond certificates.

Sanctions

Emphasis must always be focused on the good behaviour thus paying very little attention to the poor behaviour (attention is what the child is usually craving).

Consequences of unacceptable behaviour

- Please refer to Appendix i and Appendix ii for behaviour ladders.
- Some pupils may have an Individual Behaviour Plan (IBP). The whole school approach may not meet their specific needs.
- We support pupils who find managing their emotions difficult by using the principles around 'The Incredible 5 Point Scale' by Kari Dunn Buron and Mitzi Curtis which is displayed around school.
- We use the principles from 'Kids Skills' by Dr Ben Furman to support children to practice new skills which will modify their behaviour rather than focusing on what the 'problem' may be.

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- We have a Pastoral Lead Teacher on the senior leadership team and we have a dedicated TA assigned to the Health Mentor role within school.
- Support will be requested from the Lincolnshire Ladder of Behaviour Intervention Team for a BOSS worker to reduce the risk of exclusion from school.
- Formal exclusion is an option (see section 9).

A child may be removed from the classroom for any of the following reasons-

- If the lesson cannot continue because a child is being disruptive
- If a child deliberately hits other children, threatens children, uses inappropriate gestures
- If a child swears or uses verbal abuse at other children or adults
- If a child throws things or kicks furniture
- If a child physically abuses staff
- If the child breaks school equipment or other children's property with malicious intent
- Another child will fetch an adult not in the classroom who will remove the child to cool off and to continue work in the hall.

Teachers and non teachers must support each other with the discipline of the children and only use the Headteacher as a last resort who will then involve the parents.

6 Special Cases

- Children with recognised behavioural needs already supported by outside agencies- parents of these children will be contacted earlier to discuss behaviour
- School visits – children whose behaviour in school gives rise to concern over their own or others' safety will be excluded, unless their parents are willing to support them.

7 Help from outside agencies

Should any child's behaviour give long term cause for concern, outside agencies will be asked to give support after parental consultation

The STAPS (Specialist Teaching and Applied Psychology Service) can help provide appropriate work for children whose poor behaviour might be due to a mismatch between ability and level of work expected. This holds true for both the least able and the most able of children.

BOSS workers (through the Lincolnshire Ladder of Behaviour Intervention programme) give advice on behaviour modification programmes which involves assessment of the needs of children, which will be put in place by the school.

8 Bullying

The school has a separate policy for dealing with incidents of bullying within school. The school has a parental code of conduct and a staff code of conduct which protects adults from bullying in school.

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9 Exclusions from school

At FOA we follow the exclusions from maintained schools, academies and PRU in England document, September 2017.

Exclusions from school are very infrequent and are seen as a last resort. There are only two types of exclusion-

- Fixed period exclusions- when a child is given a definite date to return to school
- Permanent Exclusion- when a child does not return to the school again.
- Fixed period exclusions at lunchtime – when a child is not on the school premises during the lunchtime break

Review

This policy will be reviewed annually by the whole staff and the Governing Body will be informed of any proposed amendments. It was reviewed by the Pupil and Staffing Committee May 2020.





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Appendix I – Playground Ladder

<p>1) A reminder of the rule.</p>							
<p>2) Time out bench</p>							
<p>3) Green slip</p>	<table border="1" style="width: 100%; background-color: #d9ead3;"> <tr> <td style="width: 50%;">Name:</td> <td style="width: 50%;">Year:</td> </tr> <tr> <td colspan="2">What happened?</td> </tr> <tr> <td colspan="2">What were you thinking when it happened?</td> </tr> </table>	Name:	Year:	What happened?		What were you thinking when it happened?	
Name:	Year:						
What happened?							
What were you thinking when it happened?							
<p>4) Sent to Head Teacher and loss of EVERGREEN.</p>							
<p>5) Parents informed</p>							





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Appendix ii – Classroom Behaviour

<p>1) A reminder of the rule.</p>	
<p>2) A warning to stop the unacceptable behaviour</p>	
<p>3) Fill in a green sheet and take it to Mrs Woolley or member of senior leadership team. Lose EVERGREEN and parents are informed.</p>	
<p>4) Chance to earn some EVERGREEN back.</p>	

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Appendix iii – Green Slip

Name:	Year:	Date:	Staff member:
<p>What happened?</p> 			
<p>What were you thinking when it happened?</p> 			
<p>How are you feeling now?</p> 			
<p>Who has been upset by this?</p> 			
<p>What needs to be done to make things right?</p> 			
<p>How could we make sure that this doesn't happen again?</p> 			
<p>To be completed by an adult:</p> <p><i>Signed:</i></p>			

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