



"Developing potential without limitations"

## Frieth C.E.C. School Behaviour Policy

**Date implemented :** March 2014

**Member of staff responsible:** Headteacher

**Governor responsible:** Curriculum Committee

**Headteacher's signature** .....

**Chair of Governor's signature** .....

Review date:        March 2016        signed:        J Reid        date:

Review date:        September 2016        signed:        J Reid        date: 01 09 16  
Minor revisions made in consultation with staff

Review date:        September 2018        signed:        J Reid        date: 05/09/18  
Revisions including adding a rainbow to class behavior charts

Review date:        June 2020        signed: J Reid        date: 26/06/2020  
Revisions to link to revised School Vision statement

# Frieth C.E.C. School

## Behaviour Policy

### Frieth School Vision statement

*'...Your light must shine before people, so that they see the good things you do.'*

*Matthew 5:16*

*We shine a light on individual success and open the doors to our future global citizens by developing potential without limitations.*

### Values:

These are the Christian Values that you believe are both taught and learnt in our school. To be:

Sharing and caring  
Gentle and Kind  
Honest and Truthful  
Challenging and Responsible

### INTRODUCTION

This policy is to focus the minds of all staff on establishing a uniform approach to achieving the same standards of behaviour from all children and sits within the vision and values we aspire to at Frieth School.

The adoption of a consistent "behavioural framework" should provide support for all school staff and all other adults working with the children.

The main objectives are:

- To ensure a safe, secure, happy and relaxed working environment for everyone.
- To encourage positive attitudes towards work and appropriate behaviour from all the children.

### AIMS

- To give the children the opportunity to develop self-discipline.
- To provide a caring, supportive and stable environment where the children work cooperatively and in which they may realise their full potential physically, emotionally and academically.
- To develop respect for religious and moral values, and an understanding and tolerance of all races, religions and ways of life.
- To create and maintain a community which, by its organisation, structure and ethos demonstrates strong moral values and principles.

### THE ROLE OF THE CLASS TEACHERS

- To maintain total responsibility for the whole class both within the school environment and when

in the wider community.

- To share responsibility for the corporate behaviour of the whole school with the rest of the staff.
- To maintain a code of discipline based on mutual respect, staff to staff, staff to children, children to children and to apply rewards or sanctions appropriate to the situation and in line with this policy.
- To maintain a consistency of approach and expectation.

### DISCIPLINE AND THE CURRICULUM

Discipline should not be considered in isolation. Children's behaviour is linked to their quality of learning and thus their standards of achievement. Positive behaviour and attitudes should be recognised and therefore praised and encouraged, while negative or unacceptable behaviour should be addressed appropriately.

- The curriculum must be relevant; tasks should be appropriate to the child's ability.
- Rules must be simple, effective and seen to be supported. Rewards and sanctions should be applied consistently by all staff.
- Incidents should not be personalised, however, reasons for anti-social behaviour will be investigated.

The most effective way of managing pupil behaviour is to use a positive approach and to this end staff will constantly reinforce good behaviour and attitudes, seeking to raise pupils' self-esteem. All staff should maintain high standards of behaviour in *all* parts of the school with *all* children.

As children like to see adults respond to unacceptable behaviour, all issues should be followed up. Bear in mind that children do not understand sarcasm and often take things literally. It is never necessary to humiliate a child.

**REMEMBER:** Try to see that unacceptable behaviour is not rewarded but good behaviour is.

### REWARDS AND SANCTIONS

Both rewards and sanctions are of course, necessary. It is easier to identify negative behaviour because it is often attention seeking. Good behaviour can go largely unnoticed. It is necessary to

acknowledge and praise 'good' behaviour and attitudes and to draw attention to these. In each classroom the levels of sanctions are displayed, these are attached to this policy.

If these sanctions are deemed to be unsuccessful then a referral to the Pupil Referral Unit will be made, only after consultation with the school's Headteacher, SENDco and the child's parents/guardians.

## REWARDS

Although we want to promote self-discipline, many pupils respond to rewards.

Rewards include:

- House points
- Allowing a child a choice of activity
- Praise/smile
- The giving of responsibility
- Written comment in book/star in book/ink stamps
- Work shown to other teachers
- Work shown to Headteacher
- Work shown in Special Mentions Assembly
- Work on display
- Celebration Assembly certificates
- Golden Time

## AVAILABLE SANCTIONS

Discipline should always be seen to be relevant, fair and consistent and discussed in a calm manner.

Sanctions will be more effective if the teacher's/adult's relationship with the child is positive.

The following stepped sanctions may be used in conjunction with the Rainbow, Sunshine, Cloud and Thundercloud displays in all classrooms.

### **The Sunshine**

All pupils will be assumed to be in the sunshine and will start every day on the sunshine. During this time, pupils may need the following steps to ensure their behaviour remains good learning behaviour.

- Non verbal techniques eg. *Gesture*, facial expression. Using these means other children will not be distracted
- Reprimand
- Warning of consequences and the giving of choice

### **The Rainbow**

Pupils who show consistent positive learning behaviour during a session or in their work will be rewarded by moving to the rainbow.

### **The Cloud**

If the following sanctions are used, the pupil's name will be moved to the cloud.

- Time out in class
- Time out in another class (time out is time owed)
- Loss of privilege or break

### **The Thundercloud**

- The pupil is referred to the head teacher or, in her absence, the assistant headteachers on site.
- The pupil completes a 'Thinking About My Behaviour' form to support understanding of what went wrong and possible actions to prevent it happening again. (This can also be used by class teachers in other circumstances)
- Teacher involves parent (the Head must be informed)

### **Additional Sanctions**

Where a pupil's behaviour does not improve following the stepped sanctions; or an incident that is a serious breach of our school behaviour expectations occurs; the Headteacher will consider the following sanctions:

- Contract of behaviour with the Head
- Official warning of intention to exclude

- Exclusion at lunchtime
- Exclusion

*N.B. If a child is being supported by the Pupil Referral Unit (PRU) for behavioural issues other sanctions and rewards may be deemed necessary. It is the responsibility of the class teacher and SENco to inform family and teaching staff of these strategies.*

Once a sanction has been completed, the incident should be seen as finished and the child returned to the sunshine. No child should be left continually on the cloud or thundercloud over a period of time or into the following day.

Whole class punishments should be avoided as this can cause resentment.

Any incidents will be recorded in the class incident book or verbally reported to teaching staff. This can be helpful in showing patterns of behaviour as well as keeping other staff informed. An incident should be referred to the class teacher as soon as possible if it happened while the child was under the supervision of another adult.

If a child's misdemeanour has negatively affected another child it may be appropriate to inform the both sets of parents.

## EXCLUSION

In the case of exclusion, the local authority adopted exclusion policy and procedures will be followed and advice will be sought from the local authority exclusions officer.

Parents are responsible for the supervision of their child during the first five days of any exclusion. In exceptional circumstances, the LA will issue a penalty notice if the child is seen to be in a public place during this time, without reasonable justification.

Frieth and Buckinghamshire are committed to a preventative agenda and advice will always be sort from the PRU at an early stage.

## PHYSICAL CONTROL

It is recognised that there are circumstances in which physical control may have to be used to prevent a child causing personal injury to themselves or others. Restraint should be an act of care and control.

Physical control should only be necessary after all other strategies have been used. Every effort will be made to secure the presence of other staff before applying restraint. One member of staff has received Team Teach restraint training. This school accepts the County Guidelines for the Use of Reasonable Force.

Acceptable actions include:

- The issuing of one or more verbal warnings prior to restraint.
- The removal of onlookers who are not critical to the process.
- Attempts to maintain dignity of the child during and after being restrained.
- Holding the body, where essential, by the arms being held against the side of the body.
- Consistently reminding the child that reinstatement of self control will release the restraint.

At the conclusion of each incident:

- Children should be offered the opportunity to talk through the incident as soon as possible.
- Involved staff should be afforded supportive discussion with appropriate colleagues as soon as possible.
- Parents must be informed.
- All such incidents will be recorded comprehensively on an incident report.

## SCHOOL RULES

In order for any behaviour policy to succeed, rules must be reasonable, simple, few in number and clearly broadcast, and directly linked to our school values. At the beginning of the school year, children will be given the chance to interpret the school rules to suit their class situation by creating their own 'class charters' which set out the behaviour expectations for that specific age group. The rules should be referred to and reviewed regularly. Pupils should also be given the opportunity to explore and list appropriate learning behaviours and behaviours that will result in sanctions.

## BEHAVIOUR ON SCHOOL VISITS

On school visits, high standards of behaviour should be expected at all times. This can be achieved by:

- Outlining expectations before leaving the school site.
- Ensuring any tasks are appropriate.
- Ensuring adequate supervision.
- Giving careful thought to group dynamics.
- Ensuring all adults know what is expected of the children in order that consistency is achieved.

If numbers allow, it can be beneficial for the teacher to have NO group allocation so that he/she can solve any problems immediately.

If a child's behaviour gives cause for concern before or during a visit, this should be discussed with other staff as it may not be appropriate to take them on future visits.

## LUNCHTIME BEHAVIOUR

During lunchtimes, children are expected to abide by the school rules. Midday supervisors will follow

the same stepped approach to behaviour and, if necessary, give pupils a short time out during the lunchtime. At the end of lunchtime Midday supervisors will liaise discretely with class teachers to inform them of what has taken place and how any issues have been dealt with. The teaching staff will collect their class from playground at the end of lunch.

### CONCLUSION

An open, shared, whole school approach to discipline is essential.

The class teacher should usually be the first point of referral for inappropriate behaviour, but the responsibility for sanctions should rest with the member of staff who noted the offence.

We will ensure that Frieth is a happy, purposeful school where children are encouraged to be hard working and well behaved by removing ambiguity and taking the necessary steps to encourage positive attitudes.

A regular agenda item of staff meetings is 'Child of Concern'. This enables all staff to be made aware of issues pertaining to any one child therefore ensuring a consistent and supportive approach.

This policy will be reviewed on an annual basis.



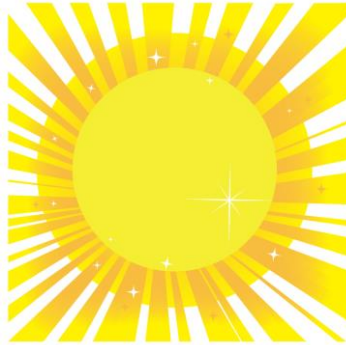
## **Appendix**

### The School Rules

- Treat others with respect
- Walk everywhere in the building
- Look after your own property and other people's property
- Behave appropriately, according to the occasion
- Take care of the environment

Each class will discuss what this means in our setting.

## Classroom Behaviour Charts



All pupils will start the day in the sunshine with the expectation that they are all ready and able to work and behave in an appropriate way. It is expected that the majority of pupils will stay in the sunshine throughout the day.



Pupils who demonstrate inappropriate behaviour will be given verbal warnings. If the inappropriate behaviour continues they will be asked to move their name badge onto the cloud. This will result in missing 5 minutes break time with the teacher. The teacher should keep a record of pupils who regularly find themselves in the cloud.



Pupils who then continue to behave in an inappropriate manner will be asked to move their name badge to the thunder cloud and will be sent to the headteacher or a member of the Senior Management Team. Pupils can move straight to the thundercloud for serious incidents of misbehaviour or aggression towards others. This will result in a further consequence and possibly a phone call home.



Pupils who demonstrate consistent positive learning behaviour throughout a lesson can be moved to the Rainbow.