OXFORDSHIRE COUNTY COUNCIL

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Fritwell Church of England Primary School
Behaviour for Learning Policy

Growing and learning together with God.

Children at Fritwell Church of England School are confident and inspired. They achieve personal success and show love and respect for all.

Aims

Good behaviour and discipline are essential to ensure effective teaching and learning. At Fritwell C.E. Primary School we seek to provide an atmosphere where children are able to work and play together, displaying high standards of positive behaviour, therefore creating an effective learning environment.

We expect all children to be valued and to be treated fairly. Similarly, we expect the children to value each other.

Objectives

- To develop the self-esteem of everyone in the school.
- To respect selves and others.
- To develop positive relationships between everyone in the school.
- To contribute to the personal and social development of the children.
- To promote a Christian ethos of mutual understanding and respect.
- To encourage independence and a sense of responsibility.

Code of Conduct

Children are expected to demonstrate the school's values through the way that they behave.
Our school values are lived out in the following ways.

Respect and Compassion

- I am thoughtful and respectful to others.
- I make people feel welcome and include them.
- I listen to people and support them when they are sad or upset.
- I understand that not everyone is like me.

Personal Success with Humility

- I have talents and use them well.
- I am good at something which is important to me.

- I am not boastful when I am successful.
- I know what my personal successes are.

Inspired Minds and Wisdom

- I demonstrate great thinking skills.
- I am able to ask big questions and suggest ways to solve problems.
- I am able to learn from the world around me.
- I make careful choices about what to do and say.

Confidence, self-belief and Endurance

- I always try hard even when it's tough.
- I believe that I can do it even if I might need some help.
- I am confident that I can succeed, with perseverance and time.
- I don't give up.

Love and Agape

- I show love for our school by my actions.
- I show love for people by the way I treat them.
- I show love for the world in the way I look after it.
- I love because I am loved by others around me.

Community, Citizenship and Service

- I show a willingness to belong to the school community by getting involved.
- I am part of the wider community by joining in with local events and representing the school.
- I serve others by being helpful and lending a hand.
- I make good choices between right and wrong.

Behaviour for Learning

Class rules are drawn up at the beginning of each academic year by the children, which they will be expected to adhere to.

All children are expected to listen to and follow instructions from all members of staff, both in and out of the classroom.

Positive behaviour is explicitly taught through PSHE and circle time, and through School Worship.

Rewards

All members of the school are able to reward children for upholding the school's core values (*see above)*. Adults give out Hexagons for these and children may nominate other children to receive Hexagons too. The Hexagons are presented in an assembly and displayed in the school hall. When the Hexagon Board is complete, the Hexagons are exchanged for a whole school reward.

All members of the school community are put into a family group and family points are awarded for personal achievement. A cup is given out weekly to the family with the highest points.

Class teachers may use their own reward systems in their classrooms (e.g. stickers, certificates etc).

'Child of the Week' certificates are given out during Whole School Worship on Fridays.

Behaviour Management Strategies

- Children should be well motivated in and out of the classroom.
- Clear responsibilities and boundaries are identified.
- Activities will be appropriately differentiated to encourage and promote positive behaviour.
- In most cases a verbal warning should be given and choices offered.
- Children should be valued and treated fairly.
- Staff must ensure there is a consistent approach to encouraging positive behaviour and similarly a consistent approach to sanctions when dealing with examples of inappropriate behaviour.

Sanctions *(Please read in conjunction with Appendix 1: Managing Behaviour Guidelines)*
Most incidents will be dealt with by the adult who witnesses it or who is informed about it. All incidents should be investigated and further action taken if necessary. In some cases it may be necessary to involve another adult e.g. Class Teacher, Deputy Head, and in extreme cases the Headteacher. Any incidents that have resulted in a missed playtime or the child being sent to another class are recorded and if appropriate the parents are informed. The incident folder is monitored at least termly by the Deputy Head where incidents of repeated behaviours by individuals are discussed with the class teacher and/or SENDCO and a decision is made as to whether the introduction of an Individual Behaviour Plan needs to be considered. If this is deemed appropriate the child's IBP is then followed in conjunction with this policy. Any staff member that has a concern over repeated inappropriate behaviour should discuss this concern with the Deputy Head, who will keep a record and discuss with the child's parents if appropriate.

Behaviour and Discipline in schools
The school accepts the guidelines as set out in the Department for Education's, 'Behaviour and discipline in schools - Advice for headteachers and school staff, DFE, January 2016'. The school recognises the powers and duties of school staff as outlined in this document and uses the document to regularly review its practice.

Use of Reasonable Force
The school accepts the guidelines as set out in the Department for Education's, 'Use of reasonable force - Advice for headteachers, staff and governing bodies, DFE, July 2013'. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As a school we will use force only when other strategies have been explored and it is deemed necessary to control pupils or to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. When a child has been identified as having a behavioural need which may result in the need for the use of force, then specific restraint training will be sought and carried out as deemed necessary by the Head, and a specific behaviour plan will be put in place.

Serious Breaches of Behaviour

We recognise that there may be rare circumstances where a child may be involved in a serious breach of behaviour. If this occurs the child will be taken to the Headteacher and will remain in the Headteacher's office or another suitable, quiet, non-threatening environment and will be supervised either by the Head or another member of staff. If necessary the Headteacher will be called to collect the child from where the incident has taken place. In the absence of the Headteacher, the Deputy Head will deal with the incident and will ensure appropriate supervision.

Once the incident has been investigated, and discussions with the child and other involved parties have taken place, sanctions should be considered in accordance to the sanction chart or any other IBP which may be in place. Internal exclusions may be considered, whereby the child is supervised in a suitable place away from the classroom. External exclusion may need to be considered for any serious breaches of behaviour which fall outside of these guidelines. External exclusion is reserved for when all other options have been considered and the incident is deemed to be very serious, for example, physical assault upon another child or adult.

Exclusions

Internal:

As set out in Appendix 1: Managing behaviour guidelines, children may be given an internal exclusion as a sanction. The final incident that results in an internal exclusion may not constitute a serious breach of behaviour, but may be as a result of repetition of unacceptable behaviour. An internal exclusion means that the child will be in school but away from their peers in another room. They will spend the day supervised and will be expected to carry out independent work set by the class teacher. A record of internal exclusions is kept in the incident file.

External:

An external exclusion means that a pupil is not allowed to attend school or go on to school premises for a fixed period of time or permanently. Should it be necessary to enforce exclusion, either for a fixed period or permanently, then this will be discussed with the child so that they are fully aware of the decisions being made and the implications of the decisions. Parents will be informed at the earliest opportunity and invited to discuss the matter with the Headteacher as soon as possible. Where necessary, the Headteacher will seek advice from the local authority Social Inclusion Officer.

All local authority guidelines and DFE regulations (School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012), will be followed and correspondence to parents and the local authority regarding the exclusion will reflect these statutory instruments. Correspondence will outline the exclusion procedure, and will include details of reintegration with a date set for a meeting to discuss the process.

Responsibilities

All staff have a duty to maintain good order among the pupils and to safeguard their health and safety by adhering to the Behaviour for Learning Policy and by following the sanctions flow chart.

Pupils are expected to take responsibility for their own behaviour. They are expected to uphold the school values and to accept any sanctions given to them.

Parents are expected to support the staff in enforcing the Behaviour for Learning policy, to ensure that all children receive the education to which they are entitled. Parents are encouraged to speak to the class teacher if they have concerns about the behaviour of their child or the behaviour of other children that may be impacting upon their child.

Lunchtimes
If a behaviour incident occurs at lunchtime, Lunchtime Supervisors will be responsible for dealing with behaviour in accordance with the Behaviour for Learning Policy and
Appendix 1. If necessary, they will refer it to the class teacher of the child/children concerned. If it has been dealt with according to the Behaviour for Learning Policy, then Lunchtime Supervisors will advise the teacher at the end of the lunch break of what has occurred and the outcome. Lunchtime Supervisors will record these incidents in the incident file which is held in the staffroom. Lunchtime supervisors will seek support and advice from the Deputy regarding appropriate sanctions if required.

School Buses
Appropriate behaviour of children on the school buses is the joint responsibility of the children themselves, parents, the school and the bus company. The school will support the bus company by imposing sanctions in school for inappropriate behaviour that is reported to them.

Following a report of inappropriate behaviour the relevant member of staff will investigate and when appropriate parents will be contacted. Repeated incidents may result in the child being removed from the bus. (*See sanction chart for more details*)

Date: March 2018 Date for Review: 2019

Date Approved by Governing Body: Signed:

Appendix 1: Managing Behaviour Guidelines

Sanctions

It is the responsibility of the class teacher to deal with the behaviour of the children in their class, unless serious or repeated breaches of behaviour occur. Class teachers are responsible for contacting and involving parents when they have concerns about a child's behaviour.

Class Time

Stage 1:	Warning
Stage 2:	Time Out in classroom (max 10 minutes)
Stage 3:	**Lower School**: Missing part of playtime/lunch break or Time Out with another teacher or Deputy Head (maximum 15 minutes) and Incident Form completed and sent to parents.
	Upper School: Time Out with Deputy Head (maximum 15 minutes) and Incident Form completed. and sent to parents. When the Deputy Head is unavailable, then the child should be sent to another senior teacher.
Stage 4:	Incident Form sent home twice in one half-term; refer to Deputy Head . Deputy and class teacher consider IBP (with support from SENDCo if necessary) or whether a meeting is needed with parents.
Stage 5:	Internal exclusion, supervised (Headteacher decision)
Stage 6:	External exclusion (Headteacher decision)

Break times/Lunchtimes

Stage 1:	Verbal warning given.
Stage 2:	Walk with staff member on duty for 5-10 minutes.
Stage 3:	Yellow Card given. The child needs to behave appropriately for 5 days; if behaviour is good they will receive a sticker/signature for each playtime and lunchtime. Class teacher and Deputy Head to be informed. Incident form completed and sent to parents. It is the class teacher's responsibility to monitor and follow up.
Stage 4:	If the card is not completed for a lunchtime or a playtime, the child will miss some of their next playtime or lunchtime and will be expected to complete a further 5 consecutive days. Class teacher to monitor this. When the yellow card is completed for 5 consecutive days, child to take card to Deputy Head.
Stage 5:	2 Yellow Cards in a half term – Deputy Head and class teacher consider IBP (with support from SENDCo if necessary) and discuss whether a meeting is needed with parents.
Stage 6:	Red Card. Parents may be asked to collect children at lunchtimes if lunchtime behaviour does not improve following the involvement of parents.

Professional judgement should be used to ascertain the seriousness of incidents. It might be necessary to miss out some of the stages of the procedures or to refer to the Head or Deputy.

Repeated inappropriate behaviour:

- Class Teachers should telephone/meet with parents to discuss the repeated inappropriate behaviours on the day that this happens.

- Some behaviour incidents may need to be referred to the Deputy or Head to be dealt with.
- Record of reported behaviours for monitored children kept in Pupil Profile Folder.
- Additional sanctions may be implemented, including exclusion from school trips and events (particularly if there is a risk to health and safety), loss of privileges such as 'hexagon afternoons', school discos, sporting events etc., or missing breaks.
- The child may be referred to the SENCO/Ed Psych/and other external agencies where appropriate.
- An IBP will be set up if necessary.

Recording of Incidents/Incidents file

All serious incidents (regardless of whether it is resulting from behaviour in class or at lunchtime) should be recorded in the incident file in the staff room and a copy should be sent to parents on the day of the incident. If appropriate, this should be referred to the Headteacher or the Deputy Head for escalation. Internal and exclusions are approved by the Headteacher only (or the Deputy in their absence).

Examples of behaviour which might result in moving through the stages of sanctions: Disruption in class Misuse of school property Inappropriate behaviour in the toilets Throwing objects inappropriately Name calling/being unkind to another pupil Accidently hurting another child through rough play Messing about in class Not following instructions, not completing work or not carrying out tasks
Examples of behaviours that may occur less frequently, but should result in an incident form being recorded: Rudeness/Disrespect to an adult Deliberately hurting another child Swearing Fighting Stealing Spitting Refusing to work/do as asked by an adult Walking out of class Bullying *must be reported to the Head/Deputy – see anti-bullying policy for full details Racial/Homophobic abuse *must be reported to the Head/Deputy – see anti-bullying policy for full details

Teachers use their professional judgement for any other behavioural incidents not listed.

Buses

The member of staff responsible for the bus should set behaviour expectations on the bus at the start of the year with regular reminders. Staff should regularly check with the bus drivers that behaviour is satisfactory. All children should walk together in an orderly and quiet fashion to get onto the bus.
The following sanctions should be imposed:

1: Warning (telephone call home if the issue is related to safety ie removal of seat belts)
2: 2nd Warning (telephone call home)
3: Missed lunchtime (telephone call home).
4: Removal of child from the bus for 1 day and subsequent days if necessary (telephone call home from the Headteacher or Deputy Head, and a letter of confirmation).

A record of all warnings given will be kept with the bus register so that the member of staff responsible for the bus is aware of any issues from the day before.

Uniform/PE Kit

Research has shown that wearing uniform promotes positive behaviour in schools. It is therefore the responsibility of all staff to make sure the school uniform policy is followed and for all parents to be encouraged to support the school uniform policy. The following sanctions apply:

Incident	Sanction 1st incident	2nd incident
Wearing incorrect school uniform, make up, nail varnish or jewellery/wrist band	Reminder/warning by CT	Follow up with telephone call if necessary.
No PE Kit	Reminder/warning by CT Child is given spare kit so they can take part and a letter is sent home.	Telephone call to parents.
No swimming kit	Reminder/warning by CT- Child sits on the side of pool with a book. Letter is sent home.	Telephone call to parents.