

# Nurture and Behaviour Policy



Reviewed and approved by:

Policy Reviewed:

Future Review:

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## Context

Our Vision is -

'Growing and learning together with God'

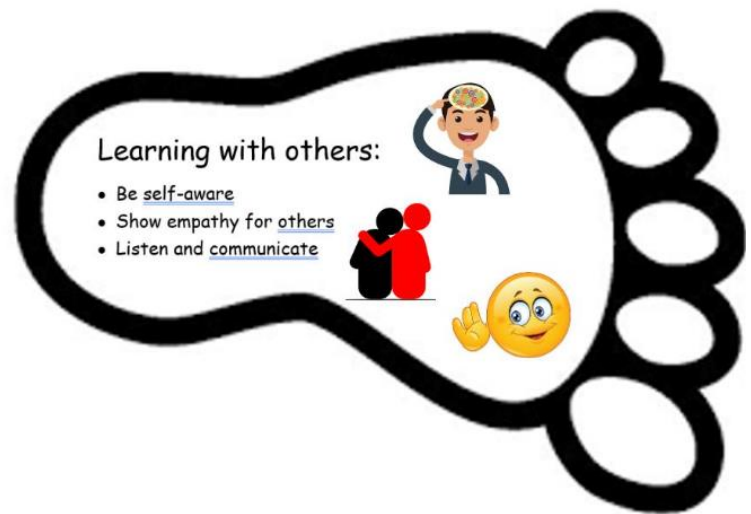
A vision created by staff, children, parents and governors

Children at Fritwell Church of England School are confident and inspired. They achieve personal success and show love and respect for all. Our Vision is rooted in the Parable of the Sower - that Fritwell School is the good soil in which our children are able to flourish and grow as individuals.

- At Fritwell Church of England School we:
- Provide a happy, healthy and secure learning environment, based on a well-developed, clear set of Christian values
- Provide stimulating and challenging high quality teaching and learning, through a broad and creative curriculum
- Help children to achieve personal success, through an ethos of nurturing, support and challenge
- Enable developing minds to think and work creatively, critically and reflectively, learning from active first hand experiences, as well through opportunities beyond the classroom
- Develop strong links with home, church and the wider community, recognising their importance in helping to educate the children in our care

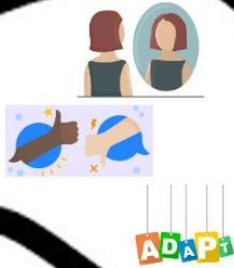
## 1. The Fritwell Footsteps

Our Fritwell Footsteps outline the attitudes and behaviours that make someone an effective and passionate lifelong learner. Each term we focus on developing and exploring the different elements of a specific footprint.



### Improvement:

- Be reflective
- Embrace feedback
- Develop and adapt



### Resilience:

- Push past doubts
- Don't give up - use the 5 Bs
- Be prepared to change



### Imagination:

- Share ideas
- Ask questions
- Be creative



### Concentration:

- Manage distractions
- Stay focused
- Give your all



## 2. Fritwell Values

**Our school has 6 core sets of values which are lived throughout the school community**

*These values reflect the Christian values that all staff, governors and children have decided are important.*

### 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.

## 3. Restorative Practice (RP) – ‘Mend It’

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves by using their **personal power** and key phrases, such as:

### **Stop it. I don't like it!**

It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are teaching pupils that all choices have consequences and in this way we are helping them to become empathetic, considerate people who have the skills to avoid and resolve problems independently.

Being ‘Restorative’ focuses on building positive relationships based on responsibility, respect, empathy and fairness. In turn this creates a community that is supportive, accountable, and respectful. We believe that every individual is responsible for their own behaviour and has the tools available through Circle Time sessions to act on this positively.

The Restorative framework is based upon ‘knowing the effect that I have on others.’ Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused. The six restorative questions are listed below.

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed, and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

## **4. The Restorative Approach**

Building a positive community including rules and high expectations.

The ethos of the school underpins all rules and expectations relating to behaviour within the school. Children need to know and help understand the school/class rules and expectations. Each teacher works with their class to share the class charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to.

Children who follow the rules and expectations must have their actions acknowledged and rewarded. Those who do not follow the rules or expectations need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

## **5. Positive Behaviours**

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- Awarding children with hexagons for using school values
- Termly golden hexagons for individuals that convey all of the school values
- A whole-school treat when the hexagon board is filled
- Family points
- Whole class/school rewards
- Monday Fritwell footprint certificates
- Headteacher award

Classes have their own reward scheme that reflects the age and needs of their children - demonstrating the school's focus on positive affirmation for good learning behaviours.

## **6. SCARF**

Coram Life Education is a leading provider of relationships, health, wellbeing, and drugs education. They provide SCARF, teaching resources, which we use as a part of our Life Skills & Well-being curriculum.

SCARF (which stands for Safety, Caring, Achievement, Resilience and Friendship) provides a whole-school approach to help us teach children about these essential elements – all of which play a key role in preparing children to achieve their best, academically and socially.

SCARF is closely aligned with the DfE requirements for statutory Relationships and Health Education, and mapped to the PSHE Association programmes of study. Staff at Fritwell use SCARF as a framework to provide resources to support their teaching. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

## **7. Building Personal Power**

We encourage children to speak up when they find themselves in situations they are uncomfortable in. To enable this, and ensure all children and staff have the same expectations, children are encouraged to say 'Stop it, I don't like it'. If the child who is doing or saying the thing that is causing discomfort continues to do what they are doing after being told 'Stop it, I don't like it', there can be no ambiguity that the child was meaning to cause that discomfort. An adult will then deal with this as per the behaviour policy, depending



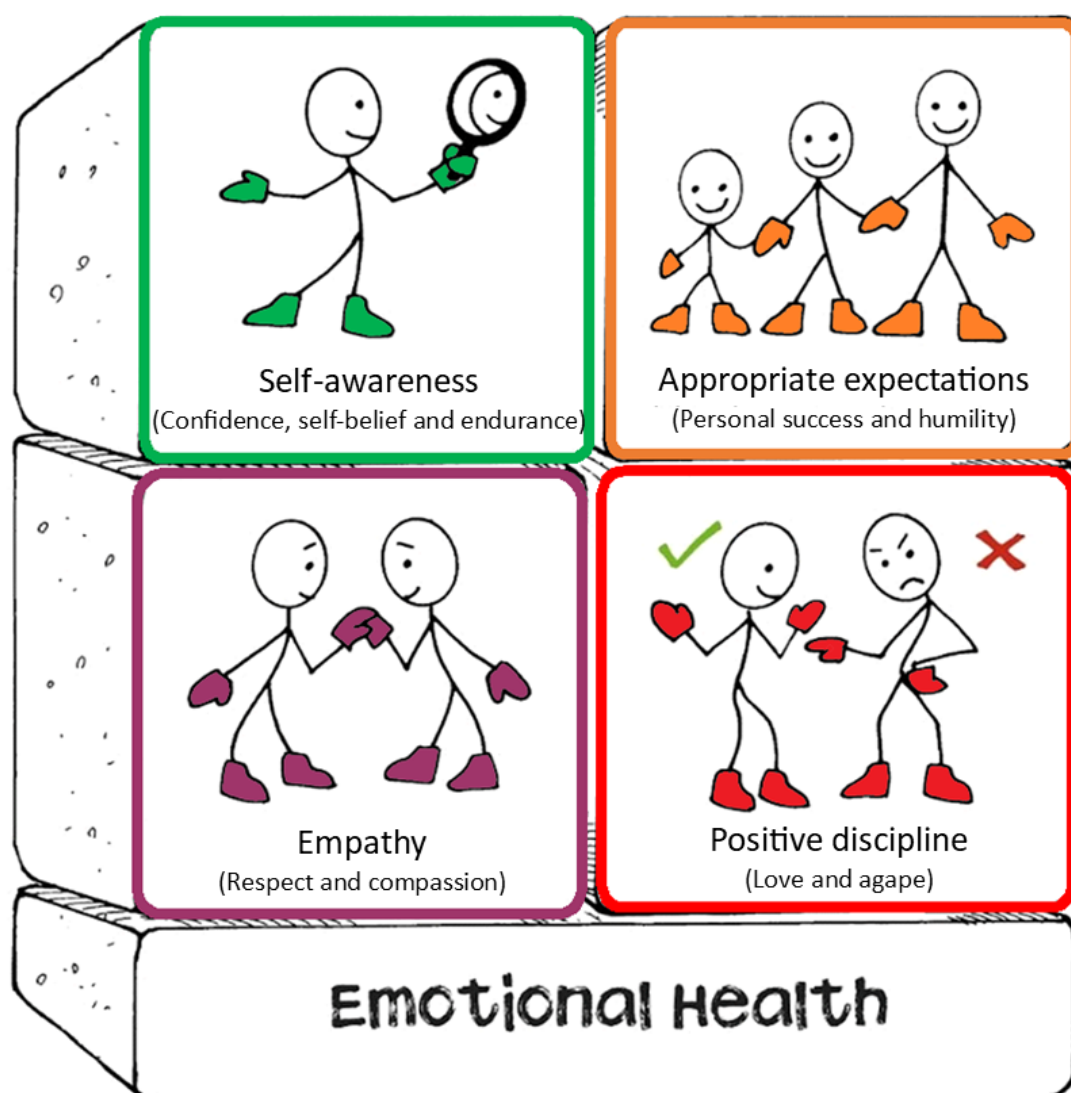
on severity, etc, after establishing if the incident was unkind, mean, or part of a wider pattern of behaviour, and is bullying.

This expectation and script is presented to children at the start of every academic year and will be referred to in assemblies, worship, and in class. Incidents will be discussed and reviewed in staff meetings. 'Stop it, I don't like it' posters will be visible around school.

## 8. Family Links

The Family Links Nurturing Programme is a ten-week schools programme for emotional literacy. This takes place each week in terms 1 and 2 and is then revisited in term 6. It is delivered in the form of whole class circle times, contributes to the PSHE curriculum and supports the school's positive ethos. The Nurturing Programme builds on self-awareness and self-esteem, appropriate expectations, empathy and is underpinned by the promotion of emotional health. Themes include praise and criticism, choices and consequences, personal power and managing difficult feelings. This programme gives children and staff a common language to support positive relationships and a healthy and fulfilled life. Using the behaviour strategies and language, staff are able to guide the children to respect themselves and others and realise their individual potential.

These building blocks are the starting point, and linked to our school values (in brackets), they become part of the coordinated way we approach nurturing and behaviour using one common language.



Week Colour = Value	Theme KS1	Theme KS2	Main objectives/ outcomes/ key phrases
1	Why we are here	Why we are here	Setting clear boundaries in positive language. 'Please walk' rather than 'Don't run'
2	Praise and Criticism	Praise and criticism	Use a common language at KS1 for praise and criticism (warm fuzzy/ cold prickly) and explore the effects of both on feelings and behaviour.
3	Personal Power	Personal Power	To use a common term for inner strength and encourage children to take responsibility for how they use their personal power.
4	Choices and consequences	The power to choose	To understand that we all use our personal power to make choices and that those choices have consequences for ourselves and others. 'How have you used your personal power today?'
5	Managing anger	Thinking about feelings	To understand that all feelings are valid, it's what we do with them that is important. Exploring new words for feelings and how to express them in a safe way so that <b>no-one gets hurt and nothing gets broken.</b>
6	Gentle touch and hurting touch	Managing difficult feelings	To promote awareness of different kinds of touch and using personal power to keep safe. 'STOP IT I DON'T LIKE IT!'
7	Telling others and keeping secrets	Nurturing ourselves	Distinguish between good and bad secrets and identify people who can help us when we feel unsafe or have the 'uh-uh' feeling. KS2 Recognising our nurturing needs and how we can meet those needs as we get older.
8	Glad to be me	Peer Power	Recognise that individuals have inner and outer selves and to identify personal strengths. KS2: To recognise that groups have peer power and can choose to use this in a positive or negative way.
9	Celebrating differences	Celebrating differences	To encourage acceptance and enjoyment in the many way I which we are all different.
10	Saying goodbye	Saying Goodbye	To increase resilience by accepting endings, loneliness and new beginnings as a fact of life.



Helpful phrases, scripts and behaviour strategies used throughout the programme and in classroom practice:

- Ask for what you want, not what you don't want.
- What you pay attention to is what you get more of.
- Praise is like a present – we just say thank you.
- Have you filled someone's bucket today?
- What has made you feel cold and prickly today?
- How can you use your personal power today in your learning, on the playground, in the lunch hall?
- Please make the right choice/ thank you for making the right choice.
- Did you express your anger safely? Did you stick to the rule for safe anger?

## **9. Emotional Literacy Support Assistant**

ELSAs work with children and young people either individually or in small groups and deliver bespoke interventions tailored to the presenting situation or need. The role of the ELSA is to develop children and young people:

- emotional literacy
- positive mental health
- social skills
- emotional wellbeing

We identify and work with key children/groups – including communication and support with parents – promoting resilience and wellbeing in times of need. The programme works as a short term initial intervention followed by mentoring and monitoring.

## **10. Responsibilities of Parents and Carers**

We believe that children achieve best when there is a partnership between home and school, and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they agree. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards
- Staff may meet parents after school to discuss incidents or through appointment via the office
- The Parents' Consultations Evenings also provides a forum for discussion
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school

## **11. Wider School Environment**

### **(i) The playground**

In our school, we do not distinguish between the authorities of one adult to another, regardless of role. Children are expected to respect the authority of any adults on duty in the same way that they would with the teaching staff.

All children should feel safe outside and must be made aware of the playground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed.

The adults on duty are responsible for ensuring that children are actively engaged in play, that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework.

### **(ii) Within the school building**

Children are expected to always walk quietly around the building (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

### **(iii) Collective Worship**

Staff and children are expected to enter and leave the worship calmly and quietly and sit quietly during worship showing respect for the adult or children delivering it. Children and adults should be keen to participate and contribute to any interactive parts of a worship in a positive and respectful manner. Members of staff who accompany their class into worship and wish to issue instructions to children in worship should usually do this using signs rather than speech and should lead their class in and out of worship from the front of the line.

### **(iv) The Dinner Hall**

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. They should be taught to maintain good manners at the table and enjoy polite conversations giving due consideration to the level of noise. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

## **12. Roles and Responsibilities**

### **a) Senior Leadership Team**

It is the responsibility of all members of the Senior Leadership Team (SLT) to ensure that the staff members in their team fulfil their responsibilities in relation to behaviour management and restorative practice. Each class-based member of the SLT must ensure that they model the behaviour management strategies to a standard that they expect from their team members. It is also expected that SLT staff will challenge colleagues (in a supportive and constructive way) if they feel that the high standards of behaviour management expected at Fritwell CE Primary are not being met.

### **b) Roles and Responsibilities of Staff (all)**

All staff in school are expected to be always positive role models as outlined in the Teachers' Standards. All staff members should ensure that:

- they use pre-emptive family link strategies before the formal stage
- engage fully in restorative practice techniques
- reflect on their own handling/management of a situation and make amends if needed
- use the step guidelines consistently
- supervise children during sanction times as stated above
- inform DSL(s) about intended communication with parents about inappropriate behaviour
- refer immediately to the DSL(s) if a child's behaviour points to possible abuse or neglect

### **c) The Governing Board**

The Governing Board, or assigned committee, is responsible for approving this policy. The Governing Board, or assigned committee, will also review this Nurture and Behaviour Policy for its effectiveness, holding the Head teacher to account for its implementation.

### **d) Social Responsibility**

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- Year 6 table monitors at lunch
- Pupil leadership groups
- Year 6 play leaders
- Assembly set up monitors

## **13. Dealing with Poor Choices and their Consequences**

At Fritwell, we use the language of choice and consequence to encourage children to reflect on their actions and the impact (ripples) their behaviour has had on themselves and those around them. Although we recognise the need for children to be treated equally in our response to negative behaviour, some children with additional needs may require individualised support. In this instance, Individual Behaviour Plans are drawn up during a meeting between parents, class teacher and SENCO. If the Individual Behaviour Plan fails to have the desired impact, then the school will seek the support of outside agencies.

Here outlines Fritwell's approach to dealing with negative behaviour choices:

- **Stage 0:** Use the positive language of Family Links to teach and promote empathy – encouraging concepts such as: choices and consequences; personal power; kind hands, kind words; Stop, think, choose and Stop it. I don't like it!
- **Stage 1:** Verbal reminder
- **Stage 2:** Child moves down the behaviour chart
- **Stage 3:** If negative behaviour continues, the child is offered the opportunity to reflect or reset in a 'time out' zone
- **Stage 4:** A restorative conversation ('Mend It' Conversation) that will be logged and shared with parents
- **Stage 5:** If a child has three restorative conversations in a short-term, then a meeting will be had with a member of the SLT and parents

This system will be adopted during break and lunchtime – with the teaching staff communicating behavioural issues during hand-over.

## **14. Safeguarding**

Staff are aware that any changes in a child's behaviour may be a sign of abuse or neglect. If staff think this may be the case, then their concerns must be logged on CPOMS and a discussion held with the Designated Safeguarding Lead (DSL) – Jon Jeffries, Jo Ejiogu and Caz Allen.

## **Behaviour Incidents and Safeguarding**

The school has systems and procedures to log, track and monitor all incidents affecting a child's wellbeing. We use the Child Protection Online Monitoring System (CPOMS) system which is monitored by the SLT. It is a secure platform used to record concerns, actions and impact of actions and links all categories pertaining to the welfare of individual children. Staff can communicate via this platform ensuring that everyone concerned is kept up to date and aware of the chronology of incidents and related actions. Key staff can see patterns of behaviour and cross-reference to any other concerns that are logged and use this information to take the appropriate action. This is also reflected in the use of recording sheets for Restorative Practice – where the child's behaviours and needs are registered to help build a picture of the wider context.

### **When should behaviour incidents be logged?**

The child's class teacher should log the following incidents if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses. These behaviours must always be reported to parents/carers. The method used is up to the discretion of the class teacher (phone call/ in person) and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

## **15. Anti-Bullying**

The school takes incidents of bullying very seriously and the process and procedure for dealing with incidences of bullying can be found in the separate Anti-Bullying Policy. Staff members will deal with incidents of bullying in a restorative not punitive way with those causing harm taking responsibility for their actions and making amends to those harmed. Staff members are aware that children who are perpetrators of bullying and/or victims of bullying can also be victims of abuse or neglect. If any incidents of bullying point to possible abuse or neglect staff will refer to the DSL.

## **16. Keeping Classrooms Safe - Physical Intervention**

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations. We will only physically intervene as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis

point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. Staff will only use reasonable intervention when the risks involved in doing so are outweighed by the risks involved by not using physical intervention.

Under very exceptional circumstances, physical intervention may be required to manage a child's risky behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. Physical intervention should not, however be considered in isolation. Staff will take steps to avoid the need to physically intervene by de-escalating the situation through discussion and diversion. Should a child's behaviour require regular physical intervention school will ensure that the necessary staff have accessed the necessary training (Team Teach).

### **Individual Handling Policies**

An individual handling policy will be written for children whose challenging behaviour frequently requires restraint in line with the local authority guidelines.

### **An Inclusive Approach to Managing Pupil Behaviour**

As a school we recognise each child as an individual and as such, there will be a small number of children who have specific individual needs for whom this policy is not wholly appropriate. In such cases, class teachers who know your children well will exercise their professional judgement in order to manage pupils' behaviour in line with their needs and stage of development.

For more information, please refer to below:

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/HR/PositiveHandlingPolicy.pdf>

### **Monitoring and review**

1. The impact of this policy will be reviewed by the Governing Board
2. The Headteacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
3. The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.