

FRITCHLEY COFE (AIDED) PRIMARY AND NURSERY SCHOOL



'At Fritchley CofE (Aided) Primary and Nursery School we learn and achieve together within a safe, respectful and welcoming Christian community. Our children's spiritual and moral development is nurtured by our values, enabling them to fulfil their potential and giving them the confidence needed to be lifelong learners and problem solvers in the wider world.'

DRAFT BEHAVIOUR POLICY NOV 2024

Behaviour Policy: Promoting Positive Relationships

Positive relationships are at the heart of all that we do at Fritchley CofE (Aided) Primary and Nursery School, to create and maintain a healthy environment. We work together to ensure that all members of the school community feel safe and secure. There is a culture of understanding that all behaviour is a form of communication and that there is always a reason behind the behaviour. We all have a duty to understand what the reason is. This policy seeks to achieve these conditions, so that children and staff are able to achieve the highest possible standards of learning and teaching as well as benefitting from positive relationships. Staff understand that some children will come to school not ready to learn. Therefore, there may be times when staff need to be flexible when implementing the rewards and consequences, in order to ensure equity for these children.

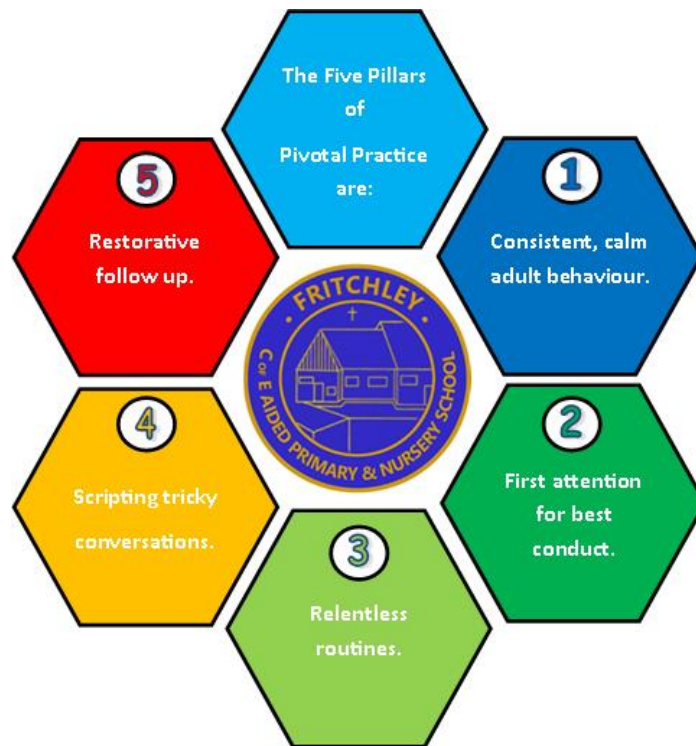
Aims of the policy:

- To encourage a calm, purposeful and positive atmosphere within school
- To create a culture of exceptionally good behaviour
- To ensure children feel safe and are safe
- To foster positive, kind and caring attitudes towards everyone
- To help learners take control over their behaviour and be responsible for the consequences of it
- To have a consistent approach to behaviour throughout the school with parent/carer co-operation and involvement
- To raise/maintain positive self-esteem in children

In collective worship we explore Christian values, focusing on one value each half term. Staff follow up on these messages during the week and children's achievements towards them are celebrated at the end of each week in celebration collective worship. The school helps children to understand how to build and maintain relationships, solve conflicts and show respect through the worship plans and Fritchley Fishy Points.

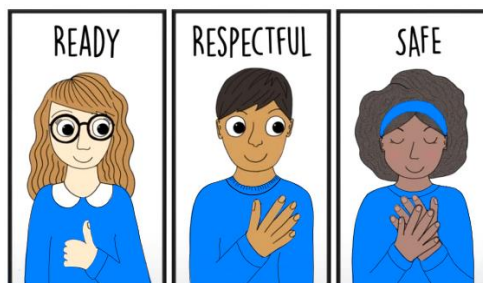
The purpose of the policy

The strategies and approaches we use in cultivating high standards of behaviour, including learning behaviour, at Fritchley CofE (Aided) Primary and Nursery School are largely based on those of the 'Pivotal Approach' to behaviour management. This approach focuses on building strong relationships, restorative practice, use of clear and consistent steps/systems and the importance of consistency in adult behaviour when supporting children.



Our School Rules:

The school has three simple rules, which are aimed at ensuring we can all work together in a supportive atmosphere, with the common purpose of helping everyone to learn and to be happy. The rules apply to all members of the school community, at all times. These rule are:



Responsibilities

We expect our community to demonstrate our school values at all times.

Staff should:

We expect every adult to:

- Meet and welcome children into the classroom
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all children
- Use a visible recognition mechanism throughout lessons (eg, Recognition boards)
- Be calm and give 'take up time' when supporting children
- Follow up every time, retain ownership and engage in reflective dialogue with children
- Never ignore or walk past children who are behaving badly.

Parents/Carers should:

We expect every adult to:

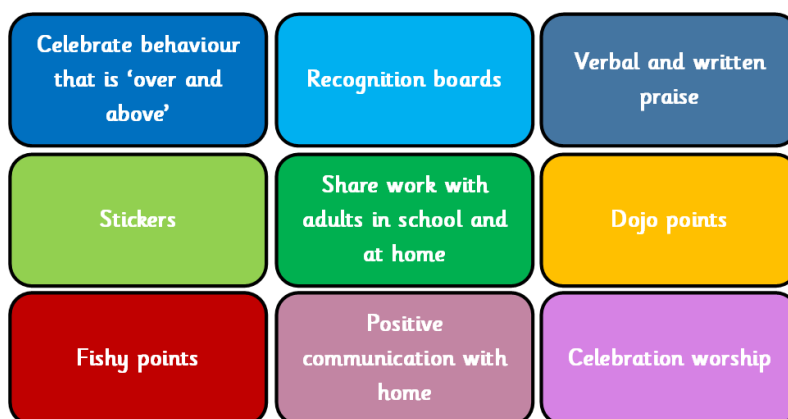
- Support the school in ensuring excellent behaviour in school is a shared expectation
- Support the class teacher in any sanctions deemed necessary
- Maintain open lines of communication with the school
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships.

Visible Adult Consistencies to Promote Positive Behaviour

At Fritchley CofE (Aided) Primary and Nursery School, we expect all adults to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness, support and respect; given no matter what and praise good conduct publicly. Reminders will be conducted as privately as possible.

Recognition and Rewards

At Fritchley CofE (Aided) Primary and Nursery School we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who go 'above and beyond'.



Pro-active strategies

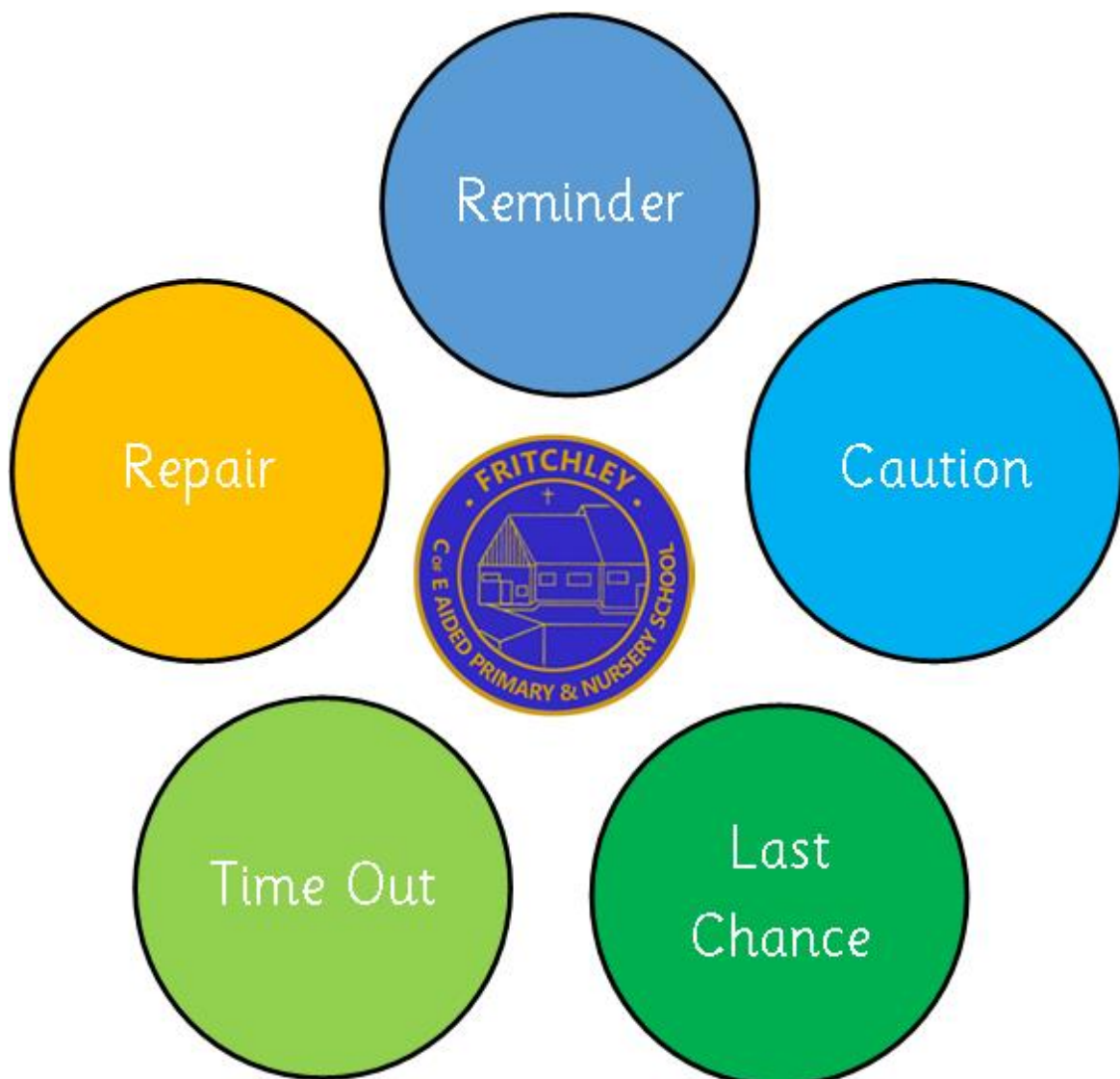
- The Chameleon Room is a calm, safe space for children to access during lesson times and breaks. A child may request to use the room if they feel they are becoming agitated and recognise they need 'time out'. The aim is to develop their emotional intelligence and ability to ask for and accept help to manage their emotions and behaviour.
- Daily meditation: Every class has a set time for daily meditation/reflection.
- Safe spaces are available in each class in the form of a book corner or calm corner. Children know that this space can be used for them to 'feel calm' in during a lesson if they need to. The staff will have already agreed a communication strategy with the child for when they use this, e.g. thumbs up means I would like you to come and talk to me; thumbs down means I am not ready to communicate and need time to myself.
- Fidget toys are welcome in school and strategies to help self-regulate are encouraged.

Managing Behaviour

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does.” Paul Dix

At the heart of managing behaviour effectively is a strong partnership between home and the school staff. For the vast majority of our children a gentle reminder is all that is needed. De-escalation of inappropriate behaviour by staff avoids low-level behaviours escalating and becoming more serious. When students are behaving in a way that is not appropriate, staff should use a range of strategies to support that child to get back on track.

When poor behaviour occurs, sanctions will be applied fairly and consistently and will be appropriate to the behaviour in terms of severity and duration. We use sanctions to help children learn that their actions have consequences and to deter further poor behaviour. These sanctions are based around restorative approaches. A restorative approach involves helping people to resolve conflict by sharing how they feel, listening, empathising with others and agreeing on what needs to be done to make things right. When pupils truly understand the consequences of their behaviour towards other children or adults, it helps them to make more sensible choices in the future.



Action	Description	Suggested scripts
Reminder	Remind the child of the three simple rules: Ready, Respectful and Safe delivered privately where possible. Repeat reminders if reasonable adjustments are required.	I need to see you... I expect... I know you will... Thank you for... I have heard what you said and now you need to... We will...
Caution	A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. State the behaviour that is required.	"I've noticed you are not following our rule of being... I need you to...I know you can do this; be the best you can be. Thank you for..."
Last Chance	Continue speaking to the learner privately, calmly with a gentle approach, side-on at eye level or lower. Give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. 30 second intervention. State the behaviour you need to see and clearly outline the consequences if they continue.	"You have been spoken to already in this session, I need you to ... if you don't... you will ...This is your final reminder in class. You can do this!"
Time Out	Time out. A short time (2-4 minutes) to allow the child to breath, calm and look at the situation from a different perspective and to compose themselves. This might be somewhere else in the classroom, another classroom/room or on a bench in the playground.	"I've already given you your final reminder, I now need you to have some time out. Take this time to breath and calm and look at the situation again. I will then come back and talk to you. Remember earlier when you...that was fantastic."
Repair	At the next possible break/lunchtime, or as soon as possible afterwards a restorative conversation MUST take place with the adult and child using the restorative questions? Colleagues will support if needed. Restorative worksheets can be completed together if needed. Restorative practice to be logged.	The aim is to repair and rebuild relationships using a range of restorative questions. What happened? What were you thinking about at the time? What have your thoughts been since the incident? Who do you think has been affected by your actions? In what way? What do you need to do now to make things right?

If a child has two incidents in a week requiring restorative reflection, the class teacher must inform parents. This must be recorded on My Concern. If a child has three or more incidents in a week (or regular incidents) requiring reflection, a meeting with the Headteacher and parents/carers will be arranged. This must be recorded on My Concerns. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour. A serious breach may lead to a fixed term suspension.

Unacceptable Behaviour

We wish to eradicate instances of unacceptable behaviour. There is an expectation that children will inform staff of any issues either at school or outside in the community so that staff may take appropriate action before escalation. Parents/carers are asked to encourage their child to talk to staff if they are upset by other children as well as telling parents at home. We wish to involve parents at an early stage of any concerns to benefit all children.

When issuing a suspension, we follow the Derbyshire protocol. Support agencies step in with suggestions and a managed move may be used to take away the need for a permanent exclusion. If a series of suspensions are required for persistent offending, then the Headteacher considers, along with the staff involved, whether a permanent exclusion is the best solution. If a child is persistently hurting others and disrupting the education of others, then this could be the only solution. The Headteacher will consult with the Governors.

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan. For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. In these cases, the Headteacher or SENDCo will be involved, as well as parents/carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Supporting pupils with SEND

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. Children will be supported to regulate using appropriate strategies. All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IEP.

The role of the Headteacher

It is the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports staff by implementing the policy, by setting the expectations of behaviour, and through supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for suspending individual children for serious acts of misbehaviour. For repeated or very serious one-off incidents, the Headteacher may permanently exclude a child. Permanent exclusion will only take place after the notification of school governors.

The role of Governors

The Governing Body has the responsibility of setting down these guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular behaviour issues. The Headteacher must consider this when making decisions about matters of behaviour.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. They also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance. The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.

The staff and governing body review this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: Autumn 2024

Review: Autumn 2025