

# 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.'

## BEHAVIOUR POLICY 2022

## 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, due to issues they are working through from home. 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 ensure children feel safe and are safe
- To foster positive, caring attitudes towards everyone
- To encourage increasing self-discipline, so that children learn to accept responsibility for their own behaviour
- 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

### **Behaviours we promote in school**

- Kindness
- Understanding
- Caring
- Calmness
- Strength

### **Our core values**

At Fritchley CofE (Aided) Primary and Nursery school we have three core values.

- Inclusion
- Community
- Respect

In collective worship we explore Christian values, focusing on one value each half term. Staff follow up on the messages and themes 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 'Values for Life' worship plans and Fritchley Fishy Points.

### **Golden Rules**

The School has a set of Golden Rules – 'The Fritchley Five':

1. Respect and listen to others.
2. Do my best at all times and recognise my successes.
3. Look after the school environment.
4. Keep myself and others safe.
5. Speak to someone in school if I have any worries.

These school rules form a discussion within each class, who have then apply them to a set of classroom rules suitable for the age of the children.

### **Children should:**

- Follow the golden rules
- Use the 'Behaviour Ladder' to take responsibility for their own behaviour
- Take responsibility for the effect of their actions on others through reflection time

### **Staff should:**

- Have high expectations of behaviour
- Treat all children fairly and with respect, recognising their differences
- Help all children to be their best
- Provide a challenging, interesting and relevant curriculum
- Create a safe and happy environment; physically and emotionally
- Be a good role model
- Form positive relationships with children and parents
- Recognise and value the strengths of all children

### **Parents/Carers should:**

- Make children aware of appropriate behaviour
- Encourage independence and self-discipline
- Show an interest in all their child does in school
- Support the school in implementing this policy

### **Rewards**

Hardwick: Stickers, Class Dojo Points, Fishy Points, Whole Class Rewards

Haddon: Stickers, Class Dojo Points, Fishy Points, Whole Class Rewards

Wingfield: Stickers, Class Dojo Points, Fishy Points, Whole Class Rewards

Chatsworth: Stickers, Class Dojo Points, Fishy Points, Whole Class Rewards

When children have been recognised as 'outstanding' either in their behaviour or work they have a dip in the Headteacher's treat bowl.

### **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 'timeout'; or a member of staff may suggest they use it if they notice the child's behaviours are starting to escalate and they need 'time-out'. In both cases, the 'time-out' is to support the child in managing their emotions and therefore taking control of their own behaviour. Depending on the age of the child, they will return to the class themselves or an adult will visit and help them to return back to the class when they are able to do so. Adults will check in with a child using the room to see if they would like to talk and accept help with their problem. 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.
- Behaviour Plans: For each unwanted behaviour the child displays (verbally/physically), strategies to manage them are listed, i.e. 'if the child says/does this...' then the adult 'says/does this...'. This ensures a consistent, whole school approach to modify and manage behaviour.
- 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.

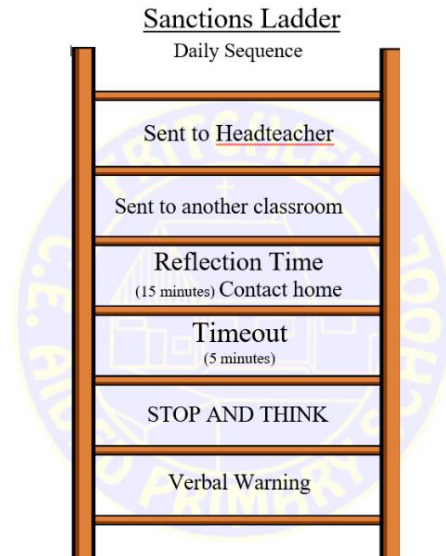
### **Sanctions**

The school employs a 'ladder' of sanctions (See below) to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. To ensure a safe and positive learning environment, these are the cumulative sanctions for dealing with disruptive behaviour: The safety of the children is paramount in all situations. If a child threatens, hurts or bullies another child, the class teacher records the incident and a sanction is applied. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents or carers to discuss the situation, with a view to improving the behaviour of the child.

## Early Years Foundation Stage



## Key Stage 1 and 2



### 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 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.

We always strive to work with parents, joining together and sharing strategies which are successful and identify possible triggers to unwanted behaviours. We will ask parents for a meeting in school with school staff inviting outside agencies if appropriate. If all other strategies have been exhausted, in the interests of the safety of all children and adults in the building, we may have to issue a suspension. 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.

### 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 discipline and 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 disciplinary 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. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour and safeguarding including:

- The Headteacher records serious incidents which they have dealt with.
- Lunchtime supervisors give verbal feedback of any incident to the class teacher.
- Class teachers keep reflection records.
- The Headteacher keeps a record of any child who is suspended or excluded.

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 2022

Review: Autumn 2023