

# BEHAVIOUR POLICY

## Document Summary

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**FYI: Version control should be used for all formal documents and managed as:-**

- ▶ 0.1 (1st draft version)
- ▶ 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- ▶ 1.0 (Once document has been approved)
- ▶ 1.2 (during review/approval of a lifecycle document i.e. policies)
- ▶ 2.0 (2nd approved document) and so on.

## Amendment History

Version	Amendment Date	Author	Amendment Summary
V1.0	01/11/16	Mo Jones	Reformatting Only
V1.1	28/04/19	P Barnard	Review and update
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## Rationale and Aims

*Our vision is to enable all members of our school community to **become the best we can**, by being an **inclusive, vibrant, aspirational school**. Our school is a place where all individuals are accepted, nurtured, encouraged and celebrated.*

*Our vision is rooted in James Martin's (SJ) theology that life is about becoming our best selves, through an ongoing process of transformation. As a community we strive to love, learn and grow together, through our school values of **thankfulness, hope, honesty, forgiveness, service and justice**. We endeavour to **'think about each other and help each other to show love and do good deeds.'** (Hebrews 10:24)*

By following our school vision and values, we strive to create a positive environment based on mutual respect, where all pupils, staff, parents and visitors feel valued, safe and fairly treated.

Through our behaviour policy we aim to:

- Promote a positive Christian ethos and climate in school.
- Create a consistent environment that encourages and reinforces good behaviour and forgiveness.
- Define acceptable standards and the principle of good behaviour.
- Encourage consistency of response to both positive and negative behaviour.
- Promote self-esteem through success, self-discipline and positive relationships.
- Help learners take control over their behaviour and be responsible for any consequences.
- Ensure that the school's expectations and strategies are known and understood.
- Encourage the partnership between home and school.
- Treat children based upon their individual needs and adjust behaviour strategies accordingly.

## Our Approach

Strong relationships between staff, children and their parents/carers are central to our behaviour approach. All adults in the school community have a shared responsibility in promoting good behaviour, discipline and citizenship. It is important that everyone sees behaviour and discipline as part of a child's education and it is the adults' responsibility to teach and help children learn and understand a moral code conducive to living in a community or society.

The way the adults behave in school sets the tone for the pupils. Adults build positive relationships with pupils by:

- Creating a positive, nurturing and caring learning environment
- Having unconditional positive regard for all children
- Being relentlessly and consistently positive with all children
- Meeting and greeting pupils at the start of every day
- Ensuring fair treatment for all regardless of age, gender, race, ability and disability
- Getting to know and understand children's likes and interests

- Recognising pupils' emotional experiences
- Modelling positive and respectful relationships within our staff team

At Frampton, we recognise that behaviour is a form of communication. We use Zones of Regulation to support the children with recognising and naming emotions and with developing strategies to help regulate.

### **School Rules and Routines**

There are three school rules, which are:

- Ready
- Respectful
- Safe

Everything we do can be reduced to one of those rules. When discussing behaviour with a pupil, reference is made to these rules and how their behaviour may not have demonstrated one or more of these.

Children are taught different routines to help create a safe learning environment, such as 'Wonderful Walking' when moving around the school.

### **Rewards and use of positive recognition**

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate and praise children for their achievements, attitude and efforts.
- Giving first attention to those who are doing the right thing, eg: 'Wonderful Walking'
- Teachers give children whole class reward points/marbles in the jar.
- Communicating positives with parents/carers, for example, through conversations at the end of the day.
- Each week, teachers nominate a child from each class to have their name in the Golden Book. These children receive a certificate in our celebration worship.
- At our weekly celebration worship, we recognise children's particular achievements from both in and out of school.
- All classes have an opportunity to lead a Class Assembly where they are able to share and celebrate their learning.
- Children can earn 'Headteacher stickers' for producing exceptional learning or learning behaviours.
- Children can also receive a 'SHOUT OUT' on the school newsletter.
- Children can be chosen to have hot chocolate with the Headteacher.

- The Spirit of Frampton award is given to children who consistently demonstrate our school values.

### **Behaviour that doesn't meet our expectations**

We believe that individual staff managing their own student's behaviour has enormous value in ensuring a safe and positive learning environment. This is both in terms of the child's immediate behaviour and the long term relationship between the adult and the child.

When adults are responding to low-level disruption, a range of the following strategies (dependent on the child and situation) will be used to help refocus behaviour:

- Pause: Stop mid-sentence and make eye-contact
- Praise: Identify another child or children making good choices and praise them
- Non-verbal: A signal as opposed to verbal communication is used
- Quiet conversation: The child is spoken to without drawing attention to them
- Proximity: The adults position themselves more closely to the child
- Take Up Time: Once an expectation has been given the child has time to accept this
- Rule Reminder: A generic, class-focussed reminder (e.g. "In this class, we...")

For most children the above approaches will be sufficient. However, if low-level disruption continues there is a procedure which will be followed for all children other than those few who need an individual approach (which is always agreed and regularly monitored by the SENCO and class teacher). Low-level disruption includes talking when the teacher or other children are speaking to the class, being disrespectful to an adult or child, not doing the learning, stopping other children learning and not following instructions.

### **Ready Respectful Safe Behaviour Steps:**

1. A reminder, such as using the range of strategies above, will be given to make the correct choice. This will be of an informal nature, such as a quiet word.
2. If the behaviour continues, a verbal warning will be given to follow our school rules. This will be a quiet conversation between the adult and pupil.
3. If the behaviour continues, the child will be asked to have reflection time in the classroom (moving to another space in the class).
4. If there is no change to the behaviour after step 3, the child will be asked to return to the classroom at break time or lunchtime for an appropriate period of time. A restorative conversation will take place with the pupil.

*For incidents that happen in the afternoon, the pupil will be asked to spend 5 minutes with a Key Stage Leader. If they are unavailable this will be with the Head teacher, Assistant Head or SENCO. A restorative conversation will take place between the pupil and teacher/adult at an appropriate time that afternoon.*

5. If there is no change to the behaviour after step 4, a member of SLT will be asked to support. The pupil will complete their learning for the rest of the lesson with this member of staff and have a

restorative conversation with the class teacher/adult involved at an appropriate time that day. Parents will be informed by the teacher.

*If another adult is needed, a card signalling that support is required will be sent to the office.*

For more serious behaviour, such as swearing, homophobic language, racist language or threatening another adult or child, the child will be seen by the Headteacher or a member of SLT (including Key Stage Leaders) immediately (the above steps will be bypassed) and parents will be informed. The steps below will then be used.

6. The child will complete their learning in a different space in the school for the remainder of the lesson. A restorative conversation will then be had between the staff involved in the initial incident and the pupil at the next break or lunchtime.

7. If this behaviour continues to be repeated the child will receive 'in school reflection time' and the child will be removed from the class for the remainder of the day. This is time for the child to reflect on their behaviour with a member of staff as their heightened state or choice of actions has led them to not be **ready, respectful or safe** in school.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will take action to ensure the safety of all involved. This may include removing all children from a classroom.

If a child repeatedly acts in a way that disrupts or upsets others, the school will contact parents/carers, with a view to improving the behaviour of the child. It is at this point that the child will be considered for future intervention e.g. Emotional Literacy Support (ELSA) /social groups in order to address the underlying causes of their behaviour.

## **Other Consequences**

Forgiveness is one of the school's core values. We aim to teach children to forgive one another, and most importantly to think about how they will make the situation better. In addition to the process described above, we use other consequences in response to situations where our school rules have not been followed to ensure a safe and positive learning environment. Staff deliver consequences appropriately to each situation and in a calm and caring manner. Other consequences may include

- Being asked to repeat work if it is below their expected standard.
- The withdrawal of break or lunch-time privileges.
- Use of break/ lunchtimes to complete work.
- School based community services or imposition of task e.g. cleaning mess caused by disruptive behaviour.
- Children may have certain privileges/activities withdrawn if we feel that children's behaviour requires this sanction. For example, if a child is not respectful playing football at break time, then they may be withdrawn from the school football team or if a child demonstrates unsafe behaviour in school, we have the right to stop that child attending educational trips and visits if we cannot guarantee their safety.

## **Playtimes and Lunchtimes**

The Ready, Respectful, Safe Behaviour Steps for playtimes and lunchtimes are:

1. A reminder will be given to make the correct choice.
2. A verbal warning will be given to follow our school rules.
3. If the behaviour continues, the child will be asked to have some reflection time and a restorative conversation.
4. If the behaviour continues, a member of SLT will be asked to support. The pupil will miss an appropriate amount of time from the breaktime or lunchtime.

Rough play and play fighting are not deemed acceptable behaviours. Children engaged in this play will be asked to have some reflection time outside.

## **Serious Incidents**

At all times there will be a "Serious Incident" clause which allows all the previous steps to be bypassed. This will be decided by the Headteacher who will decide on a consequence and contact parents and carers (see Exclusion policy, as appropriate).

The school does not tolerate bullying of any kind. On discovery that an act of verbal or physical bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti Bullying policy).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 07/13, relating to: The Use of Reasonable Force in Schools. Staff can use reasonable force (to control or restrain) to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The actions that we take are in line with government guidelines on the restraint of children. Members of staff who have been trained in Team Teach or positive handling are able to use these strategies to remove a child from a situation if necessary. The member of staff records the incident on CPoms and the parent/carer is notified. A positive handling plan will be put in place for any child who demonstrates behaviours where positive handling is needed on a regular basis. This will be drawn up in consultation with the Headteacher, SENCO, Class teacher and 1:1 teaching assistant. See the Physical Intervention Policy for more information.

## **Malicious accusations**

Children making malicious false accusations against school staff will be viewed as a serious breach of discipline and therefore consequences used will be the same depending on the nature of the accusations.

## **Confiscation of inappropriate items**

### **Staff members have the power:**

“To confiscate, retain or dispose of pupils property as a punishment so long as it is reasonable in the circumstances. The law protect teachers from liability for the damage to, loss of any confiscated items provided they have acted lawfully”. (Behaviour and discipline in schools, January 2016).

Teachers have the power to search without consent for prohibited items including, knives, lighters, matches, stolen items, or other items expressly forbidden by the school. As part of our safeguarding procedures, teachers can also confiscate any personal items which enable pupils to have internet access. Please refer to the mobile phone policy for more information.

### **Special Educational Needs and Disabilities (SEND)**

Children with behavioural difficulties may have a personalised behaviour plan specifically designed for their needs supported by this policy. External advice may be sought and acted upon. It may mean that there are inconsistencies between the school policy and specific procedures/ protocols, however what is in the best interest of the child will determine how their behaviour is best managed. Good practice means all adults involved with the child need to be aware of the procedures/ protocols, including parents/ carers.

### **Suspension and permanent exclusions**

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this (see Exclusion Policy).

### **The role of staff**

Staff should act as role models from whom the children can gain a great deal in developing their own life skills.

### **All staff and adults in school will aim to:-**

- Create a positive and nurturing environment.
- Emphasise the importance of being valued as an individual within the group.
- Promote a caring and effective learning environment.
- Encourage relationships based on kindness, respect, forgiveness and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contributions of all.
- Model positive and respectful relationships within our staff team.

It is the responsibility of all adults in school to ensure that the rules of 'Ready, Respectful and Safe' are explicit throughout everything we do in school, and that children behave in a responsible manner during the school day.

All adults in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability to help them become the best they can.



The class teacher may keep a record of incidents using CPOMS for incidents and an ABCC (antecedent, behaviour, consequence, communication) chart for frequent disruption throughout the day. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if disruption continues, the class teacher may seek help and advice from the Headteacher, Key Stage Leader, SENCo or the school behaviour support adviser.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of pupils**

We promote a positive Christian ethos whereby all children are valued (see Equal Opportunities policy). We therefore expect pupils to follow the ready, respectful and safe rules:-

- Try their best.
- Play fairly.
- Look after each other and show a caring attitude.
- Look after our school and the things in it.
- Uphold our six Christian values of forgiveness, honesty, service, thankfulness, hope and justice.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all stakeholders in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour, including a log of any incidents of bullying (all incidents are recorded on CPOMS and monitored on a regular basis).

If behaviour is deemed dangerous or the safety of the pupil or others cannot be guaranteed, withholding participation in any school trips or sports events may be necessary.

The Headteacher has the power to discipline pupils for misbehaving outside of the school premises in certain circumstances. This will be at the discretion of the Headteacher but may include behaviour which could:

- have repercussions for the orderly running of the school,
- pose a threat to another person,
- or could adversely affect the reputation of the school,
- concerns cyberbullying.

In all cases of misbehaviour, the Headteacher can only discipline the pupil on school premises or where the pupil is under the lawful control of a staff member.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. School Governors would be notified of any exclusions (See Exclusion Policy).

### **The role of parents and carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We believe that the role of parents/carers is critical to the success of this policy. We have a clear system of rewards and sanctions which we share with pupils and parents. We endeavour to build a supportive dialogue between the home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

### **The role of governors**

The governing body has the responsibility of setting down the policy on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in implementing the policy.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

### **Monitoring and Reviewing Behaviour**

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

The school keeps all behaviour incidents logged on CPOMs. Minor incidents are not recorded. Lunchtime supervisors give details of incidents of concern to the class teacher. Where appropriate, these are logged on CPOMs.

The Headteacher keeps a record of any child who is excluded for a fixed-term, receives an in-school reflection time or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of 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 governing body reviews this policy every two years. 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.