



Policy Behaviour

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Title	Behaviour Policy
Date of Issue	July 2018
Review Date	July 2019
Prepared by	Headteacher
To be reviewed and monitored by	Headteacher and Governors
Appendices	Appendix 1 – The Fynamore Promise Appendix 2 – Behaviour Flowchart Appendix 3 – Making the right/wrong choice Appendix 4 – Governing Body's Behaviour Principles
Supply / distribution	Available as a read-only document on the Fynamore school website and one hardcopy in the school office.
Other relevant approved documents	Bullying Policy Equality Policy Home School Agreement Positive Handling Policy
Authorised by	Headteacher and Governors

The General Principles of the Behaviour Policy

- All pupils should feel safe in school and have an environment that is conducive to learning and free from unacceptable behaviour
- All staff should feel safe in school and be supported to promote learning without interruption from unacceptable behaviour
- All visitors to school should feel safe in school and free from the effects of unacceptable behaviour
- All parents should feel that their children are safe in school and that good learning is promoted by the Behaviour (Management) Policy
- A clear school behaviour policy, consistently and fairly applied, underpins effective education.

The Aims of the Behaviour Policy

- Ensure a consistent whole school approach to behaviour management
- Ensure that the principles of equality and inclusion are upheld in line with statutory guidance (including the Equality Act and SEND Code of Practice)
- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils are able to learn without interruption from poor behaviour
- Regulate and improve the conduct of pupils
- Provide a clear framework for staff and pupils
- Ensure that all sanctions are proportionate
- Encourage and support positive behaviour management strategies
- Encourage working with outside agencies to support inclusion and behaviour management
- Ensure that physical intervention and exclusion are only used as a last resort.

The Fynamore Promise

The Fynamore Promise (Appendix 1) was decided by the staff, children and parents of our school. It is set out below:

I will...

- always follow instructions
- be respectful of everyone
- always try my best
- be honest
- respect property
- be kind and gentle

At the beginning of the year, the children will pledge to keep this promise. Our behaviour policy is based around it.

Classes will also have a separate set of specific Class Rules, devised by the children at the start of the year. These will be more specific to the class based around The Promise, for example, 'we will always put our hands up' or 'we will always line up quietly'.

Behaviour/Choices

Our Behaviour Flowchart (Appendix 2) sets out the system that we follow to tackle negative behaviours and promote positive ones. The following paragraphs contain more detailed information about the steps in the flowchart. All classes will have the 'making the right/wrong choice' posters on display (Appendix 3).

The first part of the Fynamore Promise is to 'always follow instructions'. This forms the foundations on which the rest of the Promise is set. It is fundamental that children follow instructions from *all* adults in school to ensure that our school is an orderly, safe and productive setting.

KS1

In KS1 the 'Rainbow, Sun and Cloud' display chart is used to encourage good choices. All children begin on the sun at the start of each day. When pupils makes good choices they physically move their name from the sun to the rainbow. If pupils make poor choices they physically move their names down to the sun/cloud or dark cloud. As soon as good choices are then made they can move their name back up. If a child continues to make poor choices and if appropriate the child may be taken to another class to spend time reflecting on their behaviour. This will last until the teacher feels that the child is ready to return to the class. Children will receive a 'rainbow sticker' if they finish the day on the rainbow.

KS2

In KS2 teachers use the 'Traffic Light Card' system. All children begin with a green card at the beginning of each day. When good choices are made children may be given other rewards as described on the Behaviour Flowchart. If poor choices are made pupils, following warnings, will have their card changed to yellow. This card is a warning card. It warns children that continuation of poor choices will result in lost playtime/lunchtime. If a pupil continues with poor choices their card changes to red. A red card will mean that the child needs to spend a certain amount of time at play time reflecting on their behaviour with their teacher. A continuation of poor choices will increase the length of reflection time by 5 minutes each time up until 15 minutes. If, at 15 minutes, the child continues to make poor choices, he/she will then be taken to another class where they will spend the remainder of the morning/afternoon. If a child has a yellow card, they will have the opportunity to 'earn it back' if they correct their behaviour and sustain this over a satisfactory period of time. A red card cannot be waived, although the child can earn back some of the red card time if they correct their behaviour. For example, if they get to a 15 minute red card, but correct their behaviour for the rest of the session, they may be able to reduce the time sanction. We always give the pupils the opportunity to start their afternoons afresh, therefore red and yellow cards will return to green at the start of the afternoon. Those children that are on a green card and continue to exhibit positive behaviour may receive a star sticker to recognise this.

'Bottom Cloud' Reflection (EYFS/KS1)/ Red Card Reflection (KS2)

We believe that one of the keys to positive learning behaviours is for children to reflect on their actions and decide on the correct way to make amends.

When a child has had their name moved down on to the 'Bottom Cloud' (at the end of the day) or been given a red card, the class teacher will record this on SIMS, alongside a description of their behaviours and amount of time spent reflecting. At the end of the week, these records will be collated by an allocated (TA) member of staff who will share them with our deputy head. For the purposes of this, any name recorded as having been on the 'Bottom Cloud' (at the end of the day) will be recorded in our central record as a 'red card'.

During this time, the child will complete a Reflection Sheet alongside the teacher, giving them the chance to reflect on their behaviours in a focused and undistracted way. This should be done during Independent Learning Time, play time or lunch time. The class teacher must be fully satisfied that the child has reflected on the situation. If not, the child may be required to try again at lunch time or on the next day. We understand that children have different needs and that reasonable adjustments may be made to ensure any barriers to effective reflection are reduced, for example, a teacher may discuss the reflection questions rather than expecting the child to write anything. To ensure a joint approach, parents will always be informed of Red Cards or Bottom Clouds by the class teacher.

It is important to note that some behaviours, such as: swearing, hitting, being malicious (not an exhaustive list), may warrant an immediate red card or move to the Bottom Cloud.

Continuation of poor behaviours will result in the child being taken to another class to complete their learning. This may last the rest of the session or the rest of the school day.

Independent Reflection Time (KS2)

In KS2 (or if appropriate in KS1), if a child receives more than three red cards for similar behaviours over a consecutive 5 day period, they will be required to do Independent Reflection Time. The class teacher will inform the parent of this. For a period of one day, the child will work outside of the classroom in one of our Independent Reflection Areas. They will complete their work for the day independently and complete a personalised reflection exercise. During Independent Reflection the child will not go out to play with the rest of the children. The pupil will then be expected to share their reflection with the class teacher and their parents. If the teacher is satisfied that the child has reflected appropriately and is ready to return, the child will return to class the following day. If the teacher is not satisfied that the child is ready to return to class, the child will spend the following day in an Independent Reflection Area. This will continue until the class teacher is satisfied that the child is fully ready to return to class. In some cases, depending on behaviour (particularly extreme

behaviours), a member of SMT may decide to surpass the behaviour flowchart and issue a period of Independent Reflection Time.

Team Time

Each class will receive 30 minutes Team Time per week. During this time, the children are allowed to take part in a number of 'fun' activities decided by their teacher. Examples of this could be playing games or colouring in. This is a reward for keeping the Fynamore Promise. For every red card received, a child will miss 5 minutes of this. In Reception and initially in KS1, this will be linked to daily Independent Learning Time.

Class Rewards

Classes will also have an individual class reward scheme. Examples of this may be a pasta or marble jar. Once the class completes this they will receive a whole class reward, for example, an art afternoon. The aim of this is to foster team work and reciprocal behaviour and these positive behaviours will be rewarded for this. In Y6 during the last term children can earn the opportunity to go in the privilege area at lunchtime. Each year the Y6 teachers and children draw up the rules for that year.

House Points

Each week house points will be collected and the winners announced in Star Assembly. House points are awarded for positive individual actions and behaviours, for example a great piece of work.

Monitoring

Staff will log behaviour issues directly onto SIMS. Statistics gathered from behaviour logs and are analysed monthly and fed back to children, staff and governors. This also ensures that any pupils causing concern are monitored and intervention is put in place at the earliest opportunity.

The Governing Body's Leadership and Management Committee will monitor and review this policy annually as part of its terms of reference.

Pupil support systems

If persistent poor behaviour continues, school staff will meet with parents to discuss ways forward. Options to follow may include:

- Playtime Pit-Stop takes place during the lunch hour. The group is run by a HLTA and TA. The children in the pit-stop may struggle with social interactions. This group enables them to have enjoyable structured play – some children may be asked to attend this if their lunchtime choices need development
- Independent Reflection Time (see previous paragraph for details)
- Child put on a target card – agreed with class teacher and SENDCo
- Pastoral Support Plan created

- Advice sought from external agencies within Wiltshire County Council such as the Behaviour Support Team or Educational Psychology
- Referral to external agencies through Wiltshire County Council such as NSPCC, Child and Family Therapy or Police
- Where possible an 'at risk of exclusion' meeting/plan may be organised
- Pastoral Support Plan (PSP) drawn up
- Exclusion, either fixed or permanent at the Headteacher's discretion
- Emergency meeting with LA representatives should a child be at risk of permanent exclusion

Other key points

- The SENDCO or Team Leader will provide further advice for behaviour modification strategies
- The school does not administer sanctions for behaviour outside of school. We believe that the poor behaviour in school should be dealt with within school. However should pupils chose to continue perpetuate a school incident out of school, the school will take appropriate consequences. It is also important to note that the age of Criminal Responsibility in England and Wales is 10 years old. Children between 10 and 17 can be arrested and taken to court if they commit a crime. However in the vast majority of cases, we feel that it is in the best interests of the child to deal with more serious incidents within the parameters of our behaviour policy.
- Whilst it is recognised that individual children may display poor behaviour choices which are directly related to their wider emotional circumstances, for example; when a child has additional SEND needs, this is not a reason for sanctions not to be applied and it is not an excuse for poor behaviour, but an indication that additional help may be needed in the form of an individual pastoral support plan or referral to behaviour support, education psychologists, or other external agencies as decided by the SENDCO. In these cases the school will make any appropriate **reasonable** adjustments to support that child
- Lunchtime behaviour cards support MDSA's in managing behaviour effectively. These include time-out sessions
- We have an anti-bullying policy that outlines the procedures that we follow with regard to incidents and accusations of bullying.
- Schools in England have powers to search pupils and confiscate prohibited items. The Department for Education released Departmental Advice called "[Searching, screening and confiscation](#)" in February 2014. This advice applies to all schools in England.

Exclusions

The school endeavours to minimise using the sanction of exclusion through the use of the strategies listed. As a final sanction, or if the situation warrants, the Head Teacher or a member of SMT may implement a fixed term exclusion (see current regulations for maximum periods), or a permanent exclusion. The school will also consider the impact the behaviours are having on the safety,

happiness and well-being of other children and staff when considering an exclusion.

The school will follow the current Department for Children, Schools and Families (DCSF) and Local Authority (LA) agreed procedures. The Education Welfare Office (EWO) will be contacted for advice.

The child's name remains on the register until either the appeals procedure is complete, or the time for the appeal has passed, or the parents give notice in writing that they do not intend to appeal. The class teacher will set work as appropriate.

Examples of poor behaviour/choices leading to exclusions:

- Behaviour that jeopardises the safety of other children or adults (1st Behaviour principle)
- Behaviour that jeopardises the safety of the individual
- Behaviour that persistently prevents other pupils having the right to learn in a safe and stimulating environment
- Unacceptable behaviour that undermines the authority of staff members, placing into jeopardy the schooling experience for other pupils
- Pupil continues to refuse to follow adult instructions despite de-escalation and positive behaviour management techniques having been deployed
- Pupil leaves the school grounds without permission
- Any behaviour that contravenes the behaviour principles set by the school Governors

(This is not an exhaustive list – some incidents may warrant exclusion immediately at the Headteacher's discretion)

Staff training and support

Weekly pupil updates are discussed at staff meetings. Individual staff can seek advice from other members of their team, their team leader or other staff members in leadership team.

Individual staff may consult with agencies such as Behaviour Support, Parent support Advisor or Play Therapist as required.

Whole school or individual staff training is accessed as required e.g. Team Teach – The school will de-escalate situations as quickly as possible however, in the rare occasion that restraint needs to be used all key staff are trained.

Team Teach/Reasonable Force

Team-Teach is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to

challenging behaviour. However, this is incorporated with restrictive positive handling techniques that are graded and gradual (up or down) as the situation requires.

Fynamore Primary School recognises that there may be a variety of situations in which the use of reasonable force might be appropriate, for example when:

- A child attacks a member of staff or another child, or if children are fighting
- A child is engaged in, or about to commit, deliberate damage or vandalism to property
- A child is causing, or at risk of causing, injury or damage by accident (e.g. by rough play or the misuse of dangerous materials or objects)
- A child is running in a way which might cause an accident or injury; a child persistently refuses to obey an order to leave the classroom; a child is behaving in a way that is seriously disrupting a lesson
- A child absconds from a class or tries to leave the school and could be at risk if not kept there.

At Fynamore, many staff have been trained in the use of restraint (positive handling) using 'Team TEACH'. When circumstances allow, it is always recommended that a trained member of staff should be present when reasonable force might be required. However, the safety of all children is always the primary factor when making decisions about using reasonable force.

In cases where there is a known risk that the use of force may be required with a particular child, a 'Positive Handling Plan' will be drawn up and shared with all staff. Planning should address: managing the child e.g. re-active strategies to de-escalate a conflict, which restraint holds are likely to be the most effective, involving the parents (so that they are clear about what action the school may need to take); briefing staff (to ensure they know what action they should be taking); ensuring that additional support can be summoned if appropriate; and the need to take medical advice about the safest way to hold children with specific health needs (particularly in SEN settings). Where possible, staff will attempt to communicate with the child throughout the incident and make it clear that physical restraint if used will stop as soon as it ceases to be necessary. Staff will take a calm, measured approach to a situation, and never give the impression that they have lost their temper, or are acting out of anger, frustration or to punish the child. Physical intervention can take many forms such as: physically interposing between children or blocking a child's path; touching, holding, pushing, pulling or leading a child by the arm; shepherding a child away by placing a hand in the centre of the back; (in extreme circumstances) using more restrictive holds. Teachers must not touch or hold a child in a way that might be considered indecent.

In other unexpected exceptional circumstances, when there is an immediate risk of injury, (e.g. to prevent a child running onto a busy road, hitting someone or throwing something) staff may need to take any necessary action that is consistent with the concept of 'reasonable force'. In other

circumstances, staff must not act in a way that might reasonably be expected to cause injury, for example by: holding a child around the neck or in any way that might restrict breathing; slapping, punching, kicking, tripping or forcing limbs against a joint; holding or pulling a child by the hair; or holding a child face down on the ground.

Where the risk is not so urgent, the member of staff will:

- Consider carefully whether- and if so when- physical intervention is appropriate
- Always attempt to deal with the situation through strategies other than force
- Use force only when other methods have failed.

The key issue is establishing good order, and so any action which could exacerbate the situation must be avoided. The age and level of understanding of the child is very relevant in these circumstances. Physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older children; it must never be used as a substitute for good behavioural management

Immediately following an incident where force is used (except for minor or trivial ones), the teacher will tell the Head Teacher or senior member of staff and provide a written report in the Use of Restrictive Force and Physical Intervention log, held in the School Office, as soon as possible. This may help to prevent any misunderstanding, and will be helpful should there be a complaint. These reports should be photocopied and a copy filed in the Head Teacher's Day Book. A copy of this report is then sent to Wiltshire County Council within 24 hours.

The written report should include: the name(s) of the child/children involved; when and where the incident took place; the names of any staff or child who witnessed the incident; the reason that force was necessary; how the incident began and progressed, including details of the child's behaviour and what was said by each of the parties; the steps taken to calm/defuse the situation; the degree of force used, how it was applied and for how long; the child's response and the outcome of the incident; details of any injury suffered by the child, another child or member of staff; and details of any damage to property. When compiling the report, staff may find it helpful to seek advice from a senior colleague or representative of their professional association. They must keep a copy of the report.

Parents will be informed of the incident, and given the opportunity to discuss it. The Head Teacher will need to consider whether parents should be told immediately, or at the end of the school day, and whether they are to be informed orally or in writing. More information about Team Teach can be found here: <http://www.teamteach.co.uk>.

Appendix 1 – The Fynamore Promise



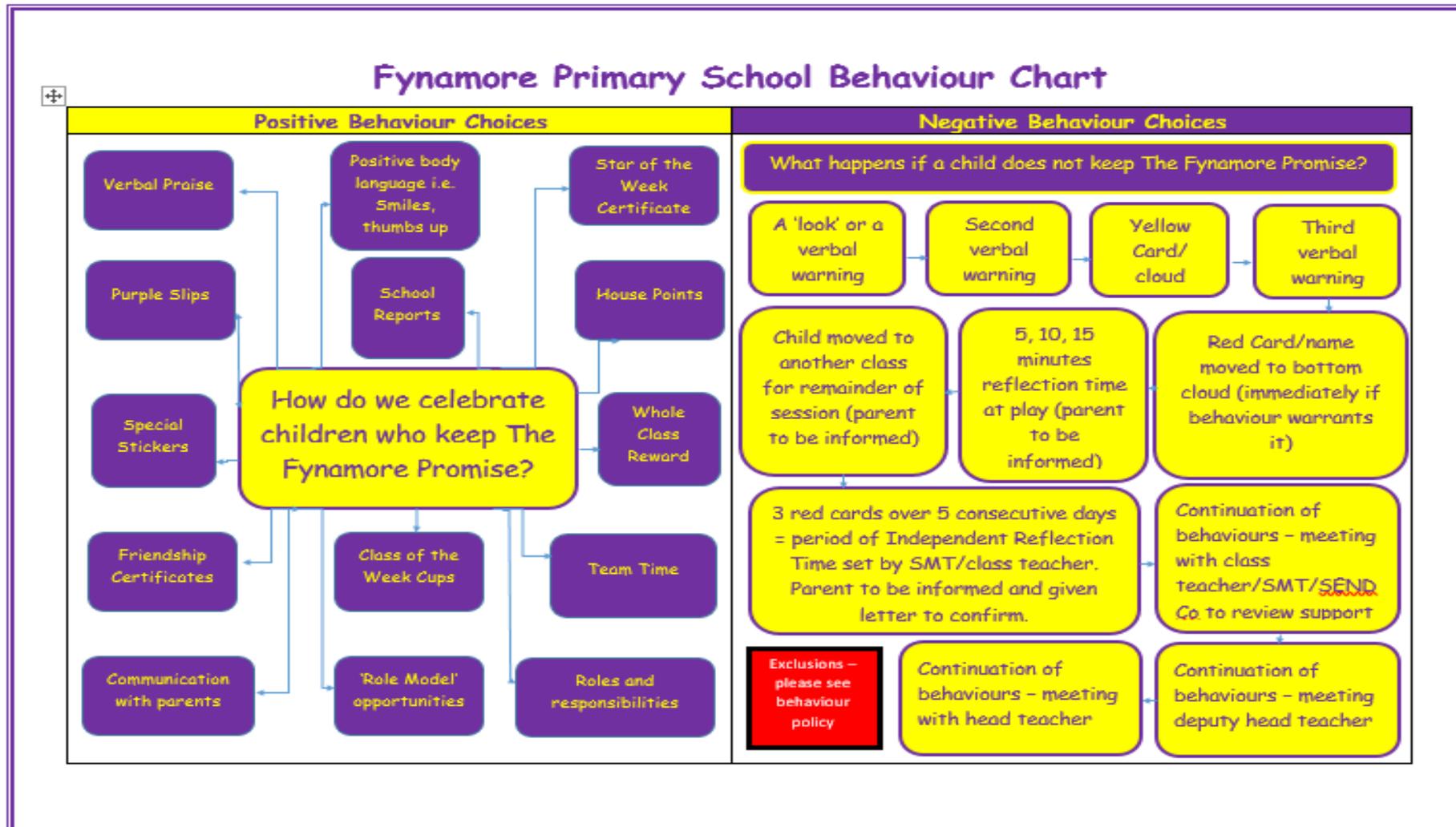
FYNAMORE
The School Where Children Shine

THE FYNAMORE PROMISE

I will...

- always follow instructions.
- be respectful of everyone.
- always try my best.
- respect property.
- be kind and gentle.

Appendix 2 – Fynamore Behaviour Flow



Appendix 3 – Making the wrong choice

Making the wrong choice Reception/KS1

If you make the wrong choice...

1. You will receive a visual prompt to let you know what you are doing is unacceptable. This might be a look or a thumbs down.
2. Next, you will be given a warning. This means that if the behaviour continues, your name will be moved from the 'sun' to the 'sun and cloud'.
3. You will be asked to move your name to the 'sun and cloud'.
4. If you continue to make poor choices, you will receive another warning.
5. You will be asked to move your name to the 'bottom cloud'.
6. Making good choices will mean that you can move your name back up. If you remain on 'bottom cloud', you will miss 5 minutes of 'Independent Learning Time'. In Year 2, you will miss 5 minutes of playtime.
7. If you keep making poor choices, you will lose more of your 'Independent Learning Time' or playtime in 5 minute chunks.
8. You will be sent to work in another classroom. Your teacher will also speak to your parents.
9. If you continue to make wrong choices over a longer period of time or make a choice that is particularly serious you may have to work outside the class in an Independent Reflection Area (internal exclusion).
10. If you do not follow the instruction to work in an Independent Reflection Area, you may be sent home (external exclusion).

Making the wrong choice – KS2

If you make the wrong choice...

1. You will receive a visual prompt to let you know what you are doing is unacceptable. This might be a look or a thumbs down.
2. Next, you will be given a warning. This means that if the behaviour continues, your card will be turned to yellow.
3. You will be asked to change your card to yellow.
4. If you continue to make poor choices, you will receive another warning.
5. You will be asked to turn your card to red. This will mean losing 5 minutes of playtime.
6. If you keep making poor choices, you will lose more of your playtime in 5 minute chunks.
7. If you have lost 20 minutes of playtime, you will be sent to another class to continue working. Your teacher will also speak to your parents.
8. If you continue to make wrong choices over a longer period of time or make a choice that is particularly serious you may have to work outside the class in an Independent Reflection Area (internal exclusion).
9. If you do not follow the instruction to work in an Independent Reflection Area, you may be sent home (external exclusion).

Fynamore School Governing Body Behaviour Principles Statement

This Statement of Behaviour Principles has been agreed by the Governing Body and has been drawn up in accordance with the Education and Inspections Act 2006 and in line with Statutory Guidance issued by the Department for Education; Behaviour and Discipline in Schools September 2015

The Governing Body has consulted with staff, parents, pupils and the Head Teacher to inform the contents of this Statement.

This Statement will be published on the School Website as directed by the School Information (England) Regulations 2012.

This statement of principles has been drawn up as guidance for the Head Teacher, who will be responsible for writing a Behaviour (Management) Policy. The policy will be presented to the Governing Body for approval and published on the school website. It will also be reviewed and communicated to staff, pupils and parents at least once a year

Principles

The Governing Body believe that staff, parents and pupils should expect the highest standards of behaviour from all members of the School Community to support learning, development and safety.

A Behaviour (Management) Policy should support our view that:

- All pupils should feel safe in school and have an environment that is conducive to learning and free from unacceptable behaviour
- All staff should feel safe in school and be supported to promote learning without interruption from unacceptable behaviour
- All visitors to school should feel safe in school and free from the effects of unacceptable behaviour
- All parents should feel that their children are safe in school and that good learning is promoted by the Behaviour (Management) Policy
- A clear school behaviour policy, consistently and fairly applied, underpins effective education

The Behaviour (Management) Policy should aim to:

- Ensure a whole school approach to behaviour management
- Ensure that the principles of equality and inclusion are upheld in line with statutory guidance (including the Equality Act and SEND Code of Practice)
- Promote good behaviour, self-discipline and respect
- Prevent bullying

- Ensure that pupils are able to learn without interruption from poor behaviour
- Regulate and improve the conduct of pupils
- Provide a clear framework for staff and pupils
- Ensure that all sanctions are proportionate
- Encourage and support positive behaviour management strategies
- Encourage working with outside agencies to support inclusion and behaviour management
- Ensure that physical intervention and exclusion are only used as a last resort

The Behaviour (Management) Policy should be written in consultation with staff and pupils and include:

1. A statement that supports Equalities and Inclusion for pupils with SEND
2. An indication of the statutory guidance and legislation that supports the policy implementation
3. A statement that staff will have the support of the Head Teacher, Senior Leaders and governors if they have acted in accordance with the behaviour policy
4. A statement that indicates who is authorised to implement the policy
5. A reminder that punishment must be lawful (dealt out by a paid member of staff or other staff authorised by the Head Teacher, determined on the school premises or while the pupil is under the charge of a member of staff and it should not be discriminatory)
6. Training and induction arrangements for staff who are responsible for the behaviour, safety and welfare of pupils
7. A statement that staff welfare is a key consideration in the implementation of the policy
8. The standards of behaviour expected of pupils, clearly outlining the school rules.
9. The expected standard of behaviour should also be included in the Home School Agreement
10. A statement about how school will work with parents to improve poor behaviour or support and celebrate good behaviour (this might include an additional agreement to complement the Home School Agreement)
11. A clear indication of how positive behaviour will be encouraged and the strategies that teachers will employ
12. A clear statement about the rewards for good behaviour
13. An indication of additional support systems available to support inclusion and positive behaviour (this might include internal systems and external agencies) Include situations when a Risk Assessment might be necessary

14. A clear indication of the sanctions for poor behaviour and when they might be imposed (this should include the full range of sanctions up to and including detention, isolation, seclusion or exclusion). Specific examples should be given
15. The statutory procedures and documents relating to pupil exclusions
16. An indication of any external support or assessments that might be sought in the event that poor behaviour indicates that need is unmet
17. A statement about whether or when pupils will be sanctioned for poor behaviour outside of school (this should include poor behaviour on school trips or visits, travelling to and from school, whilst in school uniform or easily identifiable as attending school and when behaviour might affect the reputation of the school in the community)
18. A statement about whether or when physical force might reasonably be used and the procedures to be followed under such circumstances
19. A statement about what action might be taken if poor behaviour is unlawful
20. A statement about whether or when search powers might be used and the procedures to be followed
21. A statement about whether or when pupils' property might be confiscated, the procedures to be followed and how it should be returned to the pupil
22. A statement about how allegations against staff will be dealt with and how staff will be supported
23. A statement about how pupils might be disciplined if they make a malicious allegation against a member of staff
24. An indication of how the effectiveness of the policy will be monitored using a range of measures and feedback opportunities
25. A list of other school policies that are linked to or support the Behaviour Principles Statement
26. Reference to policies, procedures and records that will be kept to monitor behaviour management in school (this might include recording of incidents of violence and aggression, bullying or use of derogatory language)