



"Let your light shine!"

Behaviour Policy 2021

Including Behaviour Principles

Rationale and Ethos

At Frieth CEC School our aim is to shine a light on individual success and open the doors to our future global citizens by developing potential without limitations within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, responsibility, resilience, honesty, kindness and creativity guide all that we do and we seek to develop these characteristics in all our pupils, preparing them to be reflective and responsible members of society who let their light shine.

This policy fulfils our obligations under the Education and Inspection Act 2006. It will be reviewed annually by the Full Governing Body in the Spring term.

All adults in school are expected to take responsibility for any children they come into contact with, to apply this policy and to seek advice and support from Senior Leaders as required.

Aims

Our policy aims to:

- Support and ensure a consistent and age/stage appropriate approach to our expectations and responses to behaviour.
- To provide a safe and happy environment where children can develop good character and values which will hold them in good stead throughout their lives.
- To ensure a positive learning environment where all children are supported to work cooperatively, gain independence and succeed.
- To encourage self-regulation and integrity, respect and empathy for others, and an ability to restore and maintain healthy relationships.
- To create and maintain a nurturing community which, by its organisation, structure and ethos, demonstrates strong Christian values and principles.
- To work in partnership with parents, including through our home-school agreement.

Underlying Principles

At Frieth School, we believe in and follow the following principles with regard to children's behaviour:

- Good relationships, built on trust and mutual respect, are fundamental to establishing a safe and happy environment for all.
- Children generally behave well when they are engaged, interested in their learning and receive appropriate levels of support and challenge.
- A child's behaviour is separate from them and our response is not personal. We remain positive in our approach and seek to raise pupils' self-esteem.
- A child seeking attention by behaving badly needs support from all adults, at school and at home, so s/he can avoid being labelled - and then identifying as - a "bad child" and instead learn to attract attention by doing the right thing. Praise needs to be six times as frequent as criticism.

- Where children are struggling with behaviour issues, staff will try to ascertain the cause of the poor behaviour and the root feelings causing it. Children will be supported to understand their own needs and behaviours and to develop strategies to self-regulate.
- Children are supported to fully understand our expectations, the reasons for them and the consequences of poor behaviour choices. Staff dealing with poor behaviour always make reference to expectations not being met, values not displayed and the impact of poor behaviour on others.
- All adults should adopt a relevant, fair and calm approach to behaviour management.
- Class teachers should be informed of any incidents relating to the children in their class.
- We will not humiliate children, shout at them in anger, or use sarcasm or other acts to belittle them.
- Whole class punishment is avoided as this can cause resentment.

Our Expectations

Our expectations are based around our school values, which are clearly displayed throughout the school and regularly referred to in all our practice. We ensure that children understand our expectations and values through a variety of methods, including direct teaching of the curriculum, circle time, assemblies, drama and other means as required and deemed appropriate. In order to live out the school values, children are expected to:

- Take **responsibility** for their own behaviour, keeping themselves and others safe in all situations.
- Treat others with **kindness**, courtesy and consideration.
- Show **respect** for the school community, including space, property and others' right to learn.
- Be **honest** and make things right when they've made a mistake.
- Show **resilience** in their learning, embracing challenges with a growth mindset.

Each class discusses Behaviour Expectations in the first week of the autumn term and creates age-appropriate reminders for their classroom, which are referred to throughout the year.

Rewards

We acknowledge that our goal is to support intrinsic motivation in our pupils, yet also recognise that many enjoy and respond well to rewards. In line with our development of a Growth Mindset in our pupils, our rewards are given to support the process of learning, the effort made and the displaying of our values, rather than to recognise outcomes.

We recognise that often children who consistently behave well are sometimes overlooked for such rewards. We thus seek to ensure that all children have their successes recognised.

Rewards used at Frieth CEC School include:

- Praise/smile
- House points
- Allowing a choice of activity or 'Golden Time'
- Work on display
- The giving of additional responsibility
- Written feedback on work
- Stickers, stamps, stars or certificates.
- Sharing success/showing of work to another adult
- Visiting the Headteacher for addition into the 'Honour Book' and newsletter.

When Expectations are Not Met

We understand that children can make bad choices and recognise our responsibility to support their learning in behaviour issues, just as we would with academic difficulties.

Following any incident of poor behaviour, or where relationships have broken down, we expect pupils to make things right and will support them to do this through our restorative approach. This will involve an initial discussion with the pupils concerned individually, followed by a group discussion with all involved. The discussions will cover:

- The expectation that was breached.
- How they were feeling and what they were thinking when the behaviour occurred.
- What the impact of the behaviour had been on themselves and others.
- How they could make amends to restore relationships and try to put the situation right.
- How they might respond with better choices in the future and how we can help them with this.

Within the classroom, the following stepped sanctions may be used in conjunction with the Rainbow, Sunshine, Cloud and Thundercloud displays in all classrooms.

The Rainbow

Pupils who show consistently positive learning behaviour during a session will be rewarded by moving their name from the sunshine to the rainbow.

The Sunshine

All pupils will start every day on the sunshine.

Low level disruption will initially be dealt with in a manner which seeks not to disturb the learning of other children. This may include non-verbal gestures, eye contact or facial expression. A pupil may be reminded by the using of their name, or with a quiet word to them from the teacher.

If disruptive behaviour persists, the child will be reminded of the consequence of making a bad choice to continue. If this warning is not heeded, the child will be moved to the cloud.

The Cloud

A pupil whose name is moved to the cloud may receive the following sanctions:

- Being moved to another classroom space.
- Taking work to complete in another classroom.
- Loss of privileges or time at break/lunch.

The Thundercloud

Pupils who continue to make bad choices despite use of the sanctions above will have their name moved to the thundercloud. This will result in a visit to the headteacher at the next available time or, in her absence, the Assistant Headteachers on site.

The headteacher will engage the pupil in a discussion about the reasons for and impact on others consequences of their behaviour and will seek to support the pupil in making better choices. There may be a set task to be completed at home or during a break or lunchtime.

Once a sanction has been completed, the incident should be seen as finished and the child returned to the sunshine for the following lesson. No child should be left on the cloud for the following day.

Regular Behaviour Issues

Where pupils are having regular issues with behaviour, the school will engage with parents/carers to present a united front in supporting the pupil to behave well. We greatly value parental support in dealing with any issues and ask parents never to display a negative attitude towards the school or any member of its staff, as this can be detrimental to a child's willingness to show respect and to improve.

Engagement with parents/carers will, of course, depend on the individual circumstances in each case and may involve one or more of the following:

- A meeting with headteacher, pupil, teacher and parents to agree expectations, sanctions and ways forward for improved behaviour.
- The child being placed 'on report' to the headteacher.
- A reward chart to target reformation of specific behaviours with joint home/school rewards.
- A warning of the possibility of a fixed term exclusion for repeat offences.
- Referral to outside agencies, such as the Pupil Referral Unit (PRU) for additional support/advice.

Children causing concern are discussed at staff meetings, enabling all staff to be made aware of issues and thus ensuring a consistent and supportive approach.

Serious Incidents

Any serious incidents will be reported immediately to the Headteacher, or Assistant Headteacher in her absence. Parents will be informed and a record made for monitoring over time. We will not tolerate intentional acts of the following behaviour in our community:

- Prejudiced behaviour, including racist or homophobic behaviour, including online.
- Stealing
- Fighting
- Swearing
- Causing injury to another child
- Leaving the school premises without permission.
- Verbal or physical assault on another child or member of staff.
- Malicious damage to school property or to the property of others.

Where bullying behaviour occurs, the School's Anti-bullying Policy will be implemented. Records will be kept and Governors informed.

Exclusion

Serious or repeated incidents may result in exclusion for a fixed period of time. The Full Governing Body and the Local Authority will be informed and we will adhere to the formal Local Authority procedures. Repeated serious incidents could result in permanent exclusion from the school. Parents are responsible for the supervision of their child during the first five days of any exclusion. The LA may issue a penalty notice if the child is seen to be in a public place during this time, without reasonable justification.

Frieth School and Buckinghamshire are committed to a preventative agenda and advice will always be sought from the PRU at an early stage.

Physical Restraint

Physical restraint is very unlikely to ever be needed and is only ever used where a child is engaged in

behaviour which is likely to cause harm to themselves or another child. Our first course of action will always be to de-escalate a situation. In most circumstances, it will be possible to avoid harm by giving the child space and removing other children from the area. Where a child has demonstrated a need for physical restraint, relevant staff will receive suitable training, such as Team Teach restraint training, at the earliest opportunity. This school follows the DfE Guidelines for the Use of Reasonable Force in schools and any such incidents will be recorded on an incident report.

Behaviour on School Visits

When pupils are out of school, they are ambassadors for Frieth CEC School and we thus expect high standards of behaviour at all times. Pupils are reminded of our expectations before leaving the school site. Teachers will ensure adequate supervision, giving careful thought to group dynamics and briefing other adults effectively.

If numbers allow, it can be beneficial for the teacher to have NO group allocation so that he/she can solve any problems immediately.

If a child's behaviour gives cause for concern during a visit, they will be required to stay with the class teacher for the remainder of the visit. Parents will be informed when collecting and the pupil's participation in future off-site events may be at risk.

Role of the Governors

The Headteacher will report regularly to the governors about behaviour, including as part of the school's self-evaluation process. In addition, the governors will support the Headteacher in dealing with serious or persistent behaviour problems.

Other Relevant Policies

This policy should be read in conjunction with the following policies and documents:

- Anti-bullying Policy
- Online Safety Policy
- Staff code of Conduct
- Safeguarding Policy
- School Curriculum
- Covid-19 Behaviour Policy Addition
- Home-School Agreement

This policy will be reviewed annually in the Spring term.