



Fremington Community  
Primary & Nursery School

# BEHAVIOUR POLICY

## **Policy Information**

Statutory/Non-Statutory: Statutory  
Approved/Reviewed by: Teaching & Learning Committee  
Model: School  
Version: July 2021  
Last reviewed/approved: November 2018  
Minute Ref: Res Nov 2019/14.1.1  
Review Due: July 2022



# BEHAVIOUR POLICY

## ***What is Relational Behaviour?***

*The most important factor in developing positive behaviour in a school is developing mutual respect, positive relationships, feeling safe and empathy between everyone in our school community*

## ***Why are we using a relational approach to behaviour management?***

*At Fremington School our values are kindness, resilience, creativity, challenge, team work, embracing diversity and aspiration and empathy. The policy has been written with input from our staff and children as part of our relational behaviour project alongside evidence based research. We aim to develop in children a shared understanding of what it means to be a responsible person and understand the impact of yourself on others. Our aim is to meet the needs of all children, including those who have experienced childhood traumas and is based on seeing behaviour as a communication of an unmet need, not always a choice.*

## ***What are the aims of the relational behaviour approach in our school?***

- We want all children to feel safe
- Adults have positive relationships with the children and know them well. They are empowered to work with the children to resolve and repair situations allowing children to learn the skills required to improve their relationships and behaviour.
- Behaviour is managed in an age-appropriate way and takes into account SEN and disabilities.
- Adults remain calm and regulated in their response to behaviour.
- Key expectations and routines are explicitly taught, regularly referred to, revisited and modelled by all.
- Where unsafe or disruptive behaviour persists, adults will actively promote de-escalation strategies, reducing anxiety and promoting self-regulation in order to promote readiness to learn.
- Adults use a proactive and supportive approach to look for patterns and triggers .

***Golden Rules at Our School-*** *these are the same in every classroom in our school and are clearly displayed, explicitly taught, modelled and regularly revisited.*

- We are kind to each other
- We listen to everyone
- We take responsibility for our actions
- We show everyone good manners
- We look after our school
- We try our best

To make these easy for our children to remember we use:

### **Ready, Respectful and Safe as a reminder of these**

#### **How do we celebrate good behaviour?**

We have in place a variety of praise systems to celebrate and promote positive behaviour, alongside specific verbal praise regularly throughout every day by all adults:

#### **Classroom Golden Rules Display**

- Each class spends time daily talking about the golden rules- ready, respect and safe
- Each class has a clear and prominent display to show this
- Teachers link theready, respect, safe to the school values
- All classes have the same golden rules across the school- ready, respect, safe

#### **Recognition Board**

- Each class has a board to write children names on through the day to celebrate repeated good behaviour
- The teacher will choose the focus of the board linked to ready, respect, safe or learning behaviours
- Children can be on the board multiple times in a day
- The aim is for all children to be on the board at the end of the day

#### **Star of the Day**

- Every day class staff will choose a 'star of the day' and the child will receive a certificate to go home.
- The class will decide on a way that this could be celebrated eg sitting on a special chair, star medal
- The child who has been chosen receives 5 house points
- At the 'stars of the week' assembly the children will be able to say why they were chosen

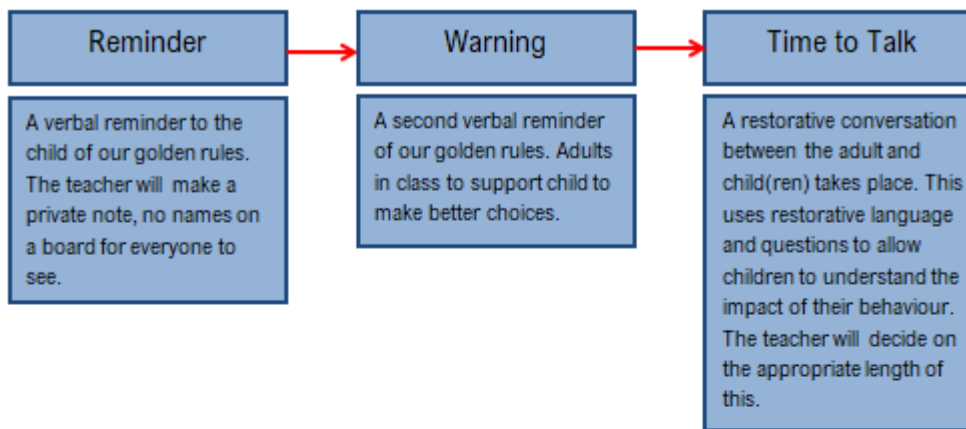
#### **House System**

- Each child is put into a house on entry to our school: Dorado, Pegasus, Octans and Hydra and each house is led by a member of SLT.
- Every class is able to reward 10 house points every day (5 of these are rewarded to the 'star of the day').
- Every half term, in our house assemblies, house totals are calculated and shared and certificates/letters from the headteacher are awarded to children who have achieved 25, 50, 100 and 250 house points. These points are cumulative through the school.
- Our meal time assistants award house points linked to our school golden rules being shown at lunchtime. Each meal time assistant can award 5 house points every lunchtime.

## How do we support children to manage their behaviour?

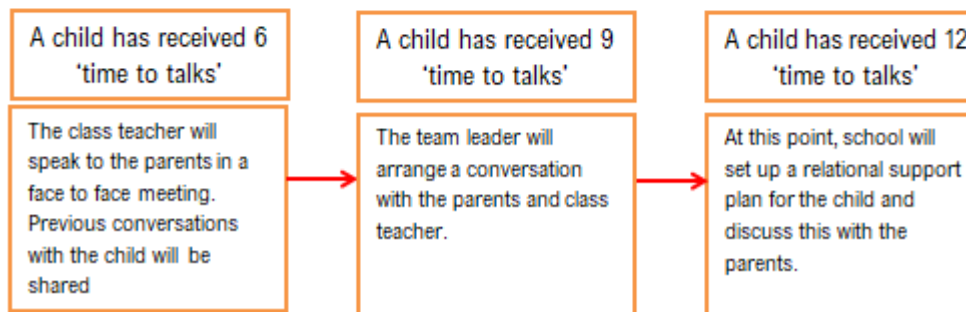
At Fremington we believe that a key part of children’s learning is how to manage and regulate their behaviour and emotions. We have clear and consistent behaviour management strategies that support our high expectations and relational approach. We use a restorative approach in our discussions with children.

*Our consistent behaviour management system:*



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We keep a record of children who receive a 'time to talk' so we can identify children that need further support.



*What is a restorative approach?*

Restorative approaches are based on four key features:

1. RESPECT – for everyone by listening to other opinions and learning to value them

2. RESPONSIBILITY - taking responsibility for your own actions
3. REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
4. RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem

This school uses restorative approaches to encourage everyone to take responsibility for their behaviours. This approach starts with a restorative enquiry, if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

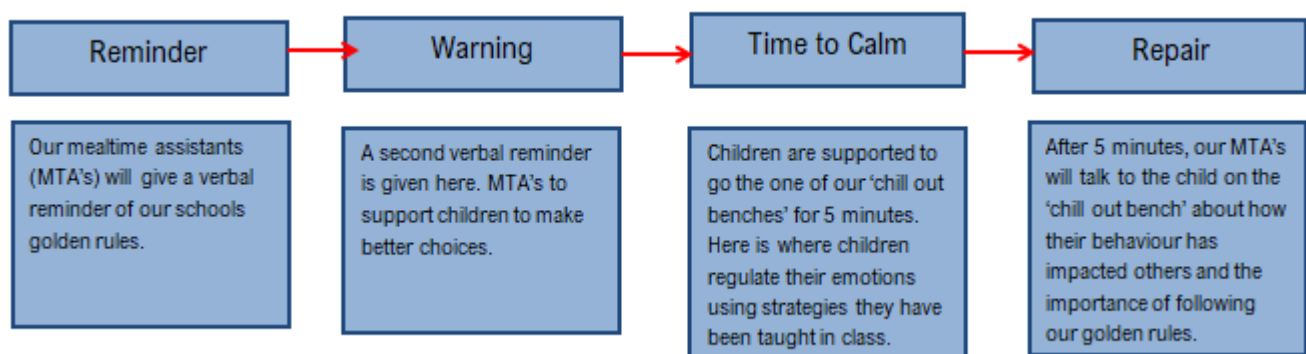
Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as to whether the parents of the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

## BEHAVIOUR IN THE PLAYGROUND AND AT LUNCH

At Fremington Primary we believe that children’s lunchtimes and break times are important times for children to develop their social skills and play. We recognise that some children may find this unstructured time more difficult, therefore consistency between the classroom and playground is essential.

**Rewards for positive playtimes:** All MTAs have 3 house point slips each lunchtime to reward children who are following our golden rules. The house point slips are given to children to hand to their teachers at the end of lunchtime.

If children struggle to make good choices at lunchtime, the same system will be used as in class:



Any major issues with behaviour outside are dealt with by class teachers or senior leaders.

## **Children Who Need More Support**

Children who demonstrate more serious behaviours such as physical/ verbal aggression and use of bad language and damage to school property are still supported in line with our relational approach using a restorative conversation. Due to the more serious nature of this behaviour, we would move straight to 'time to talk' alongside a proportionate and reasonable consequence.

Children who demonstrate more significant, long term difficulties in managing their behaviour are supported by the school in partnership with parents/ carers. The inclusion lead will work with the family to write a behaviour care plan based on identifying the child's positive behaviours and also how to deal with more challenging behaviour. We may ask professionals such as the Educational psychologist or behaviour support team to advise the school in developing strategies to support more positive behaviour, for example a thrive assessment, attachment based mentoring or a referral to a service such as CAMHS. The school will ensure that the behaviour care plan is shared with all relevant staff so that there is a consistent and fair approach.

Key staff in our school have had PIPS training (Passive Intervention and Prevention Training). This training enables staff to safely deal with children who become aggressive and are likely to injure themselves or someone else. If there is an incidence of staff needing to use PIPS, a form is completed and held by the school office.

In some cases of unsafe behaviour we may withdraw a child from non-curricular activities such as school trips where we are concerned about the safety of the child/ children and where taking that child may put them or others at risk. The head teacher also reserves the right to withdraw children from other non curricular activities if there has been a serious breach of the behaviour policy.

## **EXCLUSION**

The decision to exclude a child is only normally taken in exceptional circumstances.

**Fixed period exclusions** (for one session or more) can be used where there has been a serious breach of the school's behaviour policy or if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Reasons for fixed period exclusions are: physical assault against a member of staff or a pupil, verbal abuse or threatening behaviour against a member of staff or pupil, bullying, racist abuse, damage to school or personal property, theft, persistent disruptive behaviour or sexual misconduct.

### **Permanent Exclusion**

Permanent exclusion usually follows a long history of behaviour issues and fixed term exclusions, where the school has exhausted all other strategies or where there has been a single very serious offence such as assault. Permanent exclusion is very rare in our school as we seek to use every avenue of support

possible before this step. In the event of the Headteacher choosing to invoke a permanent exclusion the procedure is outlined in TLP's exclusion policy Guidance on Permanent Exclusions (On website).

### **PURPOSES OF THE POLICY**

1. To give each child a self-esteem – a sense of their own worth.
2. To encourage care, respect and consideration of others.
3. To provide an environment conducive to effective learning.
4. To create an environment conducive to teaching and learning.
5. To foster positive attitudes and a sense of responsibility for ones actions, ensuring the development of self-discipline.
6. To secure the physical safety and emotional well-being of the individual.
7. To foster good relationships and teach social skills for life-long learning

### **PRINCIPLES OF THE POLICY**

1. Establish clearly what is considered to be either acceptable or unacceptable behaviour.
2. Ensure that all members of the school community work share the vision and values of this policy
3. To encourage good behaviour by positive reinforcement within a caring atmosphere.
4. To use appropriate, and clearly defined, sanctions in response to poor behaviour.
5. Provide opportunities for adults and children to lead by example.

### **CONCLUSIONS**

We work closely with parents on promoting good behaviour and understand that communication about behaviour issues and working as partners is key to ensuring high standards in our school.

This policy will be used as a means of promoting “good behaviour”, the well-being of the individual and enhancement of a purposeful learning environment. It will be reviewed in line with the schedule of the Board of Governors



