



Fremington Community
Primary & Nursery School

BEHAVIOUR POLICY

Policy Information

Statutory/Non-Statutory: Statutory
Approved/Reviewed by: Teaching & Learning Committee
Model: School
Version: November 2018
Last reviewed/approved: November 2018
Minute Ref: Res Nov 2018/13.2
Review Due: November 2019 (Annual)

BEHAVIOUR POLICY

At Fremington School we believe that “Discipline” should involve respect for other people, property and ourselves. By following an agreed code of conduct we aim to actively encourage tolerance, courtesy and consideration for others. We believe that the whole school community has a role to play in maintaining an environment within which children and adults can feel safe, secure and able to fulfil their potential.

CODE OF CONDUCT

IN OUR SCHOOL

In our school we look after our environment by learning to be responsible for our belongings and looking after our things. We help to keep our school clean and tidy because we are proud of it. We are calm and respectful to grown-ups and other children in our school - we treat others how we would like to be treated. We move calmly, safely and sensibly around our school to show consideration for others.

OUR SCHOOL VALUES

Our school values are kindness, empathy, aspiration, resilience, challenge, team work and embracing diversity. We use these values as a basis for our expectations of behavior in school and share them with our children.

ARRIVING AT SCHOOL

We are welcomed into school at 8.50 a.m. through the playground entrance and will only enter classrooms when instructed to do so by the teachers on duty.

We expect that adults and children will use the pavements at the front of the school and not walk *across* the car park or enter school premises through the side gates so we can make sure that everyone gets here safely.

IN THE CLASSROOM

Each class is encouraged to create its own set code of conduct and that this include appropriate rewards and sanctions – all members of the class will sign and abide by this agreement.

Here are some of the ideas our children have come up with:

- Arrive at school ready to work and with the right equipment
- Be polite, respectful hard-working and well behaved at all times
- Raise your hand to speak and be a good listener for others
- Look after your property and keep the school clean and tidy
- Set a good example for others





Class Dojo – rewarding and sharing success: In class positive behaviour is praised explicitly by all staff - we use a system called 'class dojo' where children gain points for showing skills such as listening, team work, focus, trying their best. Parents are able to access their children's progress and what they have gained points for through an app they can use on their devices. Children in Key Stage 2 collect 'belts' and a certificate for reaching milestone numbers of points.

Sanctions: Part of children's learning is also to understand how to behave in different situations and how to treat each other with empathy and kindness. To help children understand this we use systems in school which seek to give children opportunities to change their behaviour. Each class has a system whereby children are given a reminder about their behaviour, followed by a warning, followed by a sanction. For more serious behaviours a sanction is triggered immediately. See below for more serious behavior issues.

BEHAVIOUR IN ASSEMBLY

Our assembly time is special. Assemblies are times when the school comes together to celebrate achievement, to learn about bigger issues or to listen to guests and visitors to the school. It is important for us all to show respect by being polite and well-mannered at these special times - children are expected to enter and leave the hall quietly. Grown-ups will be with us to make sure we are showing our best behaviour.



Our Friday celebration assembly is a chance for lunchtime staff, playground staff, the school office, teaching assistants and teachers to celebrate good behaviour. Children are presented with a star award.

BEHAVIOUR IN THE PLAYGROUND AND AT LUNCH

We expect children to maintain good standards of behaviour in the dining room. Our staff in the dining room give children counters for showing good manners and positive behaviour in the hall, children also are expected to help out by clearing their own place.

In the playground, lunchtime supervisors give children counters for showing positive behaviour. They encourage children to share, play fairly and enjoy active time. Our Year 6 children are trained as 'play leaders' and help to organize games for younger pupils. We have a range of equipment that the children are able to use at lunch time; our staff encourage the children to use it respectfully. Alongside play time outside, we also provide a games club, lego club and relax kids club at lunch time to support children who struggle outside.

Rewards for positive playtimes: the counters are placed in house boxes by the children and counted up each Friday. The winners are announced at star awards each week. At the end of the half term the

winning house gains a special prize. Aside from this, the lunch time supervisors pick a 'star of the week' to be presented each Friday.

Sanctions at lunchtime: these are similar to those in the classroom. Children are given a reminder about behavior, a warning (yellow card), then time to think (red card) where they have some time out of the playground. Any major issues with behaviour outside are dealt with by class teachers or senior leaders.

WHEN THINGS GO WRONG

Children who are struggling to maintain good behaviour in school will be given support to enable them to learn and understand how to improve their behaviour in school. As a school we use the THRIVE approach to ensure that poor behaviour is understood and dealt with in a manner that allows children to develop their independence in managing their emotions. It is important for children to understand the impact of their actions through discussion with their teacher, Teaching Assistant or lunchtime staff. Children are given time to think about their behaviour and consider what they could do to make amends. If poor behaviour continues children may be sent to work in a partner class, or for more serious behaviour issues, the Headteacher. All staff in our school have undergone PIPS (Passive Intervention and Prevention Training) this training enables staff to safely deal with children who become violent or aggressive.

For longer term behavioural issues we expect to work closely with parents, carers and in some cases outside agencies, to support a child's positive learning behaviour at school and at home. As part of developing good behaviour we may complete a Behaviour Care Plan alongside parents. We will work with families to take appropriate measures to maintain and promote responsibility and good behaviour in the classroom and the playground. In some cases of poor behaviour we may withdraw a child from non-curricular activities.

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 Devon County Council's Guidance on Permanent Exclusions (copy attached with this Policy).

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

