

Behaviour Policy

Furneux Pelham CE Primary School



Roots to Grow, Wings to Soar

“Teach your children to choose the right path, and when they are older, they will remain upon it.”

Proverbs 22:6

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Introduction

This policy is vital to realising the School Vision, in being a constituent for creating the ethos and culture within which every child is able to flourish.

Vision

***“Teach your children to choose the right path, and when they are older, they will remain upon it.”
Proverbs 22:6***

Our vision is for Furneux Pelham Primary School to be an inclusive community, where everyone strives for excellence within a Christian environment.

Mission Statement

Through a culture of kindness and supportiveness, we will meet the needs of all learners and enable them to flourish and reach their full potential.

This policy should be read alongside the following policies and plans (all are available on the school website):

- Child Protection Policy
- SEND Policy
- Mental Health Policy
- Pupil Premium Plan
- Reducing the need for restrictive interventions in schools
- Anti-Bullying Policy

Introduction:

At Furneux Pelham Primary School everyone works together to achieve high standards of learning and behaviour, in a safe, secure, happy and stimulating environment in which both children and adults are mutually valued and respected.

All adults at Furneux Pelham School contribute towards building an ethos which is based on the Christian values that we hold as a learning community in a Church of England school. We provide positive role models, simply by always setting a good example. Everyone has a part to play in the promotion of high standards of behaviour. We encourage good behaviour through high expectations and mutual respect between pupils, staff and parents.

Furneux Pelham School Aims:

Strong Christian values underpin the teaching and caring for children at Furneux Pelham School. We are committed to the uniqueness of all pupils as individuals and our school aims are:

- Promote a culture of kindness and supportiveness

- Provide a structure within which there is a consistency of approach throughout the school.
- Ensure all adults adopt the same principles and adapt them to the whole range of scenarios that occur regularly within the school.
- Enable all children to understand how their behaviour impacts on themselves and on others.
- Provide children with an understanding and appreciation of values and the ability to apply them.
- Enable all children to develop behaviours from different starting points that:
 - Keep them safe and help them to behave in ways that helps others to be safe.
 - Helps them to show respect for themselves, for others, for the resources available and the environment.
 - Ensure that they are ready to learn and able to contribute to a learning environment that benefits all.

Principles

- We recognise the way that everyone in the school community behaves has an impact on the culture.
- We recognise that the relationships between adults and children support the need for everyone to feel safe, respected and valued; to feel they belong.
- We believe that positive relationships enable conditions to be developed where adults and children can focus on learning and making progress.
- We believe that the way a child behaves is a form of communication that may indicate that the child is in need in some way and careful consideration of the implications is required.
- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child. We recognise that that children make mistakes, that this is integral to learning and the way we respond to these mistakes can help them to develop self-regulation, positive actions and habits.
- We believe that restorative discussions (at the right time) enable children to be supported in reflecting on their actions and the impact of others. These discussions can increase the likelihood of them making more positive choices in the future.
- We believe that to fully include all children the principle of equity needs to be applied and adjustments that are consistent with our behaviour management approach needs to be made for individuals. This may include those who have Special Educational Needs and Disabilities, have experienced Adverse Childhood Experiences or are experiencing mental health problems.
- We believe that when schools and families work together on agreed principles, the impact is much more powerful.
- We believe that having the following rules and applying them to any situation aids us all in understanding and maintaining consistency.

Our Three Rules

- Be Safe
- Be Respectful
- Be Ready

As a Church of England School, we use the verse from the Bible, ***“Teach your children to choose the right path, and when they are older, they will remain upon it.”***

Proverbs 22:6

These are examples and there may be additional circumstances and situations for each one.

Be Safe

- Moving safely inside by walking calmly, moving safely outside by showing awareness of others and the space around them, playing gently, using resources according to the instructions given by the adults.
- Being aware of their own emotional needs and how to keep themselves safe in and out of school and online (e-safety taught in school).

Be Ready

- Being ready to learn.
- Lining up silently when asked to.
- Stopping talking when teachers use the hands up approach.

Be Respectful

- Be respectful to everyone.
- When talking to and about others.
- Following all adults' instructions.
- Listening to others.
- Using manners when asking.
- Realising when others are not ready to sort something out and giving them time and space to be calm.
- Never getting involved in bullying except to report it to adults.

Two approaches we have adopted across the school in order to increase clarity and consistency are the **Furneux Pelham Response** and the **30 Second Script**.

Furneux Pelham Response to low level issues:

1. General reminder
2. Praise someone who is showing a desired behaviour
3. A subtle reminder – a gesture to look at the child (this may act as a prompt).
4. Name the individual – state the expectation positively – give time to respond positively. If the behaviour is improved, recognise through a smile, nod, thumbs up etc.
5. Name the individual again and tell them this is a warning. State the expectation again. If improved, recognise through a smile, nod, thumbs up etc.
 - Name individual – take aside or inform them they will have to wait until the end of the lesson to talk.
 - Individual conversation about expectation (30 second script).
 - This may need extra adult involvement and SLT will assist if required.
 - If this does not involve the class teacher, they must be informed quickly.

30 Second Script

1. I have seen that you are / have been (name what the child has been doing e.g. calling out).

2. The rule that you are not following is (ready, safe respect).
3. Therefore, I will need you to (state the consequence) – e.g.
 - Show the expected behaviours throughout the next lesson / for the rest of playtime
 - Take two minutes time out (state where) then I will speak to you again to check you are ready to make the right choices
 - Reflect on your choices after breaktime and speak to ... (name teacher or member of SLT)
 - Work through part of breaktime / lunchtime to complete the work
 - Work away from others for the start of the next lesson
4. Do you remember when you... (refer to a previous time they made a good choice)
5. This is what I want to see today
6. Thank you

Leaders, including the SENCo will help by:

- Overseeing the implementation and impact of the Behaviour Policy and ensuring the aims are met as per the Governors Statement of Principles with regard to behaviour (Appendix 1).
- Providing training for staff (internal and external).
- Assisting teachers to manage difficulties in a range of ways including being available for conversations with pupils and parents.
- Providing an additional level of support for children who:
 - Have SEND that impacts their behaviours
 - Have difficulties relating to well being and mental health that impact on their behaviour
- Liaising with external services to provide additional support for teachers and pupils whenever it is needed.
- Reporting key information to the governing body including all instances of prejudice related behaviour and bullying.

Teachers and all other adults in school will help by:

- Developing positive relationships with all children.
- Being explicit and clear about expectations.
- Being role models of safe, ready and respectful.
- Praising and rewarding positive behaviours, including the use of Dojo points, certificates and communications with parents.
- Taking time with their class to discuss how the three rules apply to daily situations in school.
- Using Safe, Ready and Respect as part of instructions and during discussions about behaviour choices so that children remember the rules, consider how they guide our choices and become increasingly able to apply them to daily interactions and actions.
- Follow the Furneux Pelham response structure in managing children's behaviour.
- Realising when they need to find a different way to apply the expectations considering a child's needs or development and ensuring their responses are always age appropriate.

Children will help by:

- Thinking about the expectations and the three rules (Safe, Ready and Respectful)

- Recognising positive behaviours, encouraging others to be Safe, Ready and Respectful.
- Thinking about how they like to be treated and applying this to the way they treat others.
- Accepting that others may need more help at times with behaviour.
- Trusting the adults and communicating concerns with adults so that they can help.
- Engaging honestly with discussions when they have made mistakes with their behaviour and trying to make more positive choices.
- Making every effort to put things right.

Parents will help by:

- Accepting that children are on a journey in relation to understanding and managing their behaviour and some children may be at different stages due to their age, maturity, ability and additional factors such as SEND.
- Working with the school so that there is a consistency of approach between home and school which enables children to develop a deep understanding of the reasons for these expectations and regulate their behaviour accordingly.
- Communicating concerns appropriately and calmly whilst being aware that they may not have the full picture.

What happens if children are not Safe, Ready and Respectful:

- Positively worded instructions using the 3 words will be used e.g.
 - Show you are safe by walking
 - Show you are ready by putting items down and looking at me
 - Show you are being respectful by listening without interrupting

Safe

- If unsafe behaviour is observed the adult will go straight to 4 in the Furneux Pelham Response.
 - Name the individual – stop, that is not safe. Thank you.
- If appropriate the child will be asked to think about what could go wrong and how to be safe and avoid the potential danger – this could happen later if the child is not ready to listen.
- Show me (safe alternative)

If the same behaviour is repeated, carry on from 5 in the Furneux Pelham Response.

If the behaviour includes someone getting deliberately physical or aggressive:

- Check everyone is okay – first aid if needed.
- Allow calming time.
- Establish the facts.
- If the 30 second script is required additional adult support may be needed (particularly if teaching or supervising on playground duty).
- Always report.

Positive handling of disruptive pupils. The school adheres to the Hertfordshire guidelines. Positive handling is a last resort (see Policy for Reducing the need for restrictive interventions in schools) and is only used when one of three specific conditions exist:

- The young person is causing harm to themselves.

- Other people are being endangered by the child's behaviour.
- There is likely to be serious damage to property.

In the event that physical intervention of this kind is required a written record will be made by all staff involved including any witnesses (saved on CPOMS) and the headteacher will be immediately informed.

Ready

If a child is not ready to learn or behaviour is affecting the ability of others to focus and learn the Furneux Pelham Response structure will be followed.

- If the disruptive behaviour conditions beyond the structure the child will be taken aside and the 30 second script followed. If the teacher is unable to do this at the same time, senior leaders will be called to assist, enabling the rest of the class to continue learning.

Respectful

If a child is not acting with respect towards another child or adult, the adult will follow the Furneux Pelham Response.

- If the behaviour continues beyond the structure, the child will be taken aside and the 30 second script followed. If the teacher is unable to do this at the same time, senior leaders will be called to assist, enabling the rest of the class to continue learning.

They will then establish the facts, and a restorative conversation will be led by the adult.

Bullying – our Anti-Bullying policy details our response, and all staff need to understand and adhere to it.

What happens if a child continues to display inappropriate behaviour?

It is the expectation that most low-level disruptions will end before getting to the point where an individual conversation away from others is required. If it is required, the 30 second script provides the structure for the conversation.

- This occurrence will be recorded in CPOMS as a Behaviour Conversation (This will provide information to SLT)
- If a child has 3 or more of these conversations within a week, parents will be informed. If this occurs for more than one week in a half term period, a meeting between the parent and senior leaders will be arranged and further options considered.

Further consideration of the child's need, led by SLT will take place.

In order to further understand and identify the best way forward, the child's needs and the circumstances surrounding the incidents will be further explored. This may include using several STEPs tools and resources. It will include consideration of whether the child:

- Has experienced bullying themselves
- Has Special Educational Needs that are a contributing factor

- Has other contextual circumstances in their life or history that impact on their behaviour, such as bereavement or changing family circumstances
- Is experiencing mental health problems

External advice and support for the school or for parents will be sought, for example from the Rivers Behaviour Support Team. If the child requires specific support from external experts, parents are always consulted before a referral is made.

Behaviour chart

A Behaviour chart or other monitoring tools may be used to determine pattern and triggers or as a focus for reviews with the child and parents. This will usually be for an agreed, short period.

Suspension and Exclusion

This school follows the HHC guidance, “Exclusion Guidance Supplement September 2023”, which is in line with the DFE Guidance 2023, which should be read to provide full details. A copy can be obtained through the school office.

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Suspension is where a pupil is temporarily removed from the school.

If, despite other approaches, a child’s behaviour continues to be unacceptable, parents will be informed that their child may be at risk of permanent exclusion. Suspension may then be used to provide a clear signal of what is unacceptable behaviour.

Suspension may also be used as an immediate response to very serious acts such as a serious, physical assault or threatening behaviour.

(see DFE guidance 16, 17 for additional circumstances)

- Only the headteacher can suspend a pupil on disciplinary grounds.
- A pupil’s behaviour outside school can be considered grounds for a suspension or permanent exclusion.
- During a suspension work will be set and marked to ensure the child continues to receive their education.
- Following a suspension, reintegration will be supported, including communicating the strategy at a reintegration meeting before or at the beginning of the pupil’s return to school.
- Any exclusion of a pupil, even for short periods, must be formally recorded

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Only the Headteacher can permanently exclude a pupil on disciplinary grounds.

- Where a pupil is at risk of exclusion and has a social worker, the headteacher should inform and consult with the social worker, the Designated Safeguarding Lead (DSL) and the parents (DfE 59).
- Where a child in care is likely to be subject to an exclusion, the designated teacher should contact and work with the Virtual School as soon as possible and also engage with the child's foster carer(s) or children's home workers, as appropriate (DfE 60).

Full details are in HCC's, "Exclusion Guidance Supplement September 2023".

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Appendix 1 GOVERNORS' STATEMENT OF PRINCIPLES WITH REGARD TO BEHAVIOUR

Rationale and purpose:

This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2016).

The purpose of the statement is to provide guidance for the head teacher in drawing up the school's Behaviour, Discipline and Anti-bullying Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents of the children in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the school's Behaviour, Discipline and Anti-bullying Policy, though account must be taken of these principles when formulating this. Furneux Pelham Primary School is a Church of England Primary School. As such, the Governing Body believe that the Behaviour and Discipline Policy should be underpinned by the Christian ethos of the school.

The Behaviour, Discipline and Anti-bullying Policy must be publicised, in writing, to staff, parents/carers and children and available on the school website.

Principles:

1. *High standards of behaviour:*

The governors of Furneux Pelham Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables all its children to make the best possible progress in all aspects of their school life and work and all staff to be able to teach and promote good learning without interruption.

2. *Right to feel safe at all times:*

All children and staff have the right to feel safe at all times in school. There should be mutual respect between staff and children and between children. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.

3. *Inclusivity:*

Furneux Pelham Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti-bullying Statement that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

4. *Equality:*

The school's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour, Discipline and Anti-Bullying Policy and made known to all staff.

5. *Home-School Agreement:*

Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities during their time at school. The responsibilities of children, parents/carers and school staff with respect to children's behaviour must be outlined in the 'Home-School Agreement' which children and parents/carers must be asked to sign when a child joins the school.

6. *Rewards:*

Governors would like to see a range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour, Discipline and Anti-bullying Policy.

7. *Unacceptable/poor behaviour:*

Sanctions for unacceptable/poor behaviour should be known and understood by all staff and children and consistently applied. The range of sanctions should be described in the Behaviour for Learning and Anti-bullying Policy so that children, staff and parents can understand how and when these are applied. The governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

8. The *policies* should include the following in some detail:

- a. *Power to use reasonable force or make physical contact:* the situations in which reasonable force may be used (including removing disruptive pupils from classrooms or preventing them from leaving). A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. Governors would expect appropriate staff to be trained in the use of reasonable force and restraint.
- b. *The power to discipline outside the school gates:* disciplining beyond the school gates covers the school's response to misbehaviour and bullying that occurs anywhere off the school premises that is witnessed by a member of staff or reported to the school. This includes any misbehaviour when the child is taking part in any school-organised or school-related activity.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

Where a pupil is at risk of exclusion and has a social worker, the headteacher should inform and consult with the social worker, the Designated Safeguarding Lead (DSL) and the parents (DfE 59).

Additionally, where a child in care is likely to be subject to an exclusion, the designated teacher should contact and work with the Virtual School as soon as possible and also engage with the child's foster carer(s) or children's home workers, as appropriate (DfE 60).

Any exclusion of a pupil, even for short periods, must be formally recorded.

Appendix 2 DFE Links

Behaviour in schools – GOV.uk (www.gov.uk)

Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk)

Mental health and behaviour in schools – GOV (www.gov.uk)

