



# Fox Primary School

## Behaviour Policy

Our behaviour policy is constructed on the principles of:

- 1) The safety of all in the school community
- 2) The united Nations Rights of the Child
- 3) The Equality Act 2010

We believe that everyone within the school community has the right to be safe, trusted and respected. This spans many areas and attitudes within the classroom, in the playground, within the school and in all areas beyond these boundaries and includes children and adults alike.

By safety we include all aspects of the school community including all groups identified by the Equality Act.

- 1) Physical safety - which includes Health and safety Practices
- 2) Emotional safety - which includes E safety, Anti-Bullying, Child Protection as well as the identification of more vulnerable groups within the school.

## How this is addressed

**Whole school ethos** - there are many ways in which the school fosters the children's understanding of the world in which they live. They learn that their contributions are valued and important. Adults working in the school community provide a role model for the children. They are involved with the local community and its members, developing a greater understanding of the UK and Global Community through a variety of activities including Eco committee groups, meetings and projects, fundraising events throughout the calendar year, celebrating Black history month and focusing on other cultures and beliefs through workshops and assemblies. Underpinning this is a promotion of the British values of tolerance, pluralism and democratic life in this country.

Whole-school and Phase Assemblies instil in the pupils key aspects of morality, culture, tolerance and what it means to be part of modern Britain. Focus areas such as etiquette, kindness, empathy, etc. are introduced, and these form the basis for Star of the Week and House Point awards during the week.

**Classroom** - A classroom contract is established between the class teacher and the pupils and is displayed for reference. Rewards for positive behaviours are highlighted as well as consequences for not following the agreed guidelines. This establishes a clear understanding of expectations and the reasons for these, and offers the children to reflect upon their own responsibilities for their behaviour. Children are expected to show pride in their work, as reflected by the quality of the presentation of the children's books and their respect for their classroom environment.

We provide a range reward and sanction procedures. They include:

- the use of verbal praise and visual cues;
- individual class points, and physical incentives such as reward ladders, table points, House points, smiley faces and stars of the week;
- Target sheets for individual children to promote positive behaviour.

Unwanted behaviour in the classroom is dealt with in the following ways:

- a re-focus table to provide the opportunity for children to get back on task;
- a time out area within the classroom where children can have time to reflect and compose themselves;
- timeout to a partner class, with a Timeout Card, for more serious behaviour;
- A 4W form for extreme unwanted behaviours.

When children receive a 4W, parents would be notified by a class teacher, learning mentor, Head teacher or any senior member of staff.

**Playground** - Clear guidelines are given to children relating to acceptable behaviour in the playground through assemblies, class P.S.H.E sessions, circle times and a displayed playground code of conduct created by school council. A playground behaviour book is kept in each playground, this is tracked and analysed each Friday.

**Curriculum-** Our PSHE curriculum offers a variety of SEAL units including sessions based on P4C (philosophy for children). These sessions help pupils to understand and empathise with others as well as reflect on their own behaviour. They also develop children's ability to discuss debate and disagree politely. Whole class circle time sessions are also included and facilitated by our learning mentor. These sessions focus on a range of discussions relating to problem solving and allowing the pupils to voice their opinions and share best practise for solutions. Healthy eating, physical exercise, Anti Bullying, E-Safety, Road safety, Sex education, and secondary transition support are also part of the curriculum. As well as these and subject specific units of work, the school endeavours to provide an exciting and relevant curriculum which motivates the children to engage in their learning. Lessons are clearly differentiated to meet the needs of all the children.

**Beyond the Curriculum** - There are many ways we extend the opportunities to develop the rights and responsibilities of the children at Fox, and to establish a sense of equality and democracy. Firstly, we value '*pupil voice*' and run an active school council made up from children in Phase A, Phase B, and C. Two children from Year six are elected as Head boy and Head girl. Throughout the school, we have house teams and have nominated various children to represent their team as a house captain. During playtimes, we also have a group of Year 5 children interacting with the younger children as Playground Buddies. We also have a wide range of extended clubs available to children combined with after school play provision. In addition, children with emotional or behavioural needs are targeted to take part in our wide range of after school activities. Further support from therapists, family workers and other outside agencies are available to support children and families.

Fox pupils are encouraged to engage with the wider community. This is through projects with local businesses and experts in local history. Links with other primary schools have been established, in particular with pupils at Ashburnham School, in order that Fox pupils experience different cultures and backgrounds.

**Parental Relationships-**We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, all those working with the child in school are aware of those concerns, parents are encouraged to discuss these issues before more formal steps are made. These formal steps consist of strategies to support these concerns. These strategies stem from the class teacher notifying the Head teacher, SENCO and Learning Mentor who implements the support plan. Parents are notified and involved in the process of individual plans via meetings with staff members.

Parental participation in many aspects of school life is encouraged to develop positive relationships. Educational and behaviour workshops are provided for parents to attend to inspire cohesion throughout. Workshops are advertised around school and through the newsletter. Harder-to-reach parents or carers are contacted directly about relevant workshops. TAC (Team Around the Child) meetings are held wherein all relevant staff are involved in discussing a child's progress and any difficulties that may be occurring.

**Attendance**-The school takes attendance very seriously and strives to maintain attendance figures above the national average. The school tracks attendance and has a first day response call from our school admin officer to those who are absent. We work closely with the Educational Welfare Officer (EWO) who monitors our attendance records regularly, and will contact parents to support improvement. Good attendance is rewarded termly through a certificate and attendance badge.

**Punctuality**-Outstanding punctuality is strongly encouraged throughout the school, as we believe punctuality is a great life skill for children to embody for the future. Learning at Fox starts promptly at 8.50am and children are expected to be in the school playground at 8.40am. Our school tracks and monitors late children through the HLTA, behaviour lead, Head teacher and Educational Welfare officer. Families with low punctuality statistics will be contacted by either of the above to discuss plans for improvement or support. Good punctuality is rewarded as a class and celebrated through Friday's whole school assembly.

**Bullying**-Although bullying is very rare at Fox, we are not complacent about it and work hard to ensure that children know it is unacceptable and will not be tolerated. We recognise that in order to do this, we need to take a whole-school approach to dealing with bullying. This means that we work together as a whole-school community: teaching staff, non-teaching staff and children, together with our parents and governors, and the support services who work with us. Children are educated through Anti bullying week, class assemblies, E-safety sessions, PSHE and P4C on the various types of bullying that can take place and the correct procedures to deal with them.

**Homophobic, Sexual, Faith or Racist or ability issues**-All homophobic or racist remarks/actions are taken extremely seriously. Children displaying racist, homophobic, faith-based or ability prejudice will be spoken to by the Headteacher or DeputyHead. Any verbal comments, physical gestures, or written evidence will be recorded by the behaviour lead and parents will be informed immediately.

**Extremism** -PSHE and Phase assemblies promote religious and cultural tolerance. Staff are vigilant to any behaviour consistent with religious extremism. Any incidents are reported the Head and behaviour lead. In the event of faith-based prejudice or signs of extremism in a child's behaviour, parents will be invited to school to discuss the issue.

### **Offsite Routines**

On visits and trips Fox pupils are expected to:

- listen to and obey all adults accompanying the class
- be polite to everyone they meet
- be especially careful near roads
- sit quietly and calmly on public/private transport and wear seat belts if provided

- keep to one side of the pavement and walk sensibly in line
- behave on a trip as they are expected to behave in school
- respect property and obey any rules that apply to the place they are visiting
- be responsible for disposing of any litter correctly
- look after their own belongings

Any child displaying unmanageable or dangerous behaviour will be collected by a member of senior management and brought back to the school site. It remains the prerogative of the adult leading the trip whether taking a particular child compromises the overall safety of the trip, in which case the child will not go (unless accompanied by parent/carer).

**Reasonable Force-**On extremely rare occasions, staff may have to use measures, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline within the school. All staff have been given training in the correct procedures.

**Powers of search** -On rare occasions it may be necessary for a member of staff to search children's possessions in search of illegal, inappropriate, dangerous or stolen property. If a child repeatedly brings in inappropriate items (such as toys, mp3 players', iPad, Kindles, sweets, etc.), the school has the right to confiscate these inappropriate items to return later. This is related to the principle of the safety of all members of the school community and follows government guidance.

**Mobile phones-**Children in year 6 are allowed to bring mobile phones if they are travelling to school independently. Mobile phones are to be switched off when they arrive at school and handed to the class teacher. Parents are also prompted to give their child's mobile number to the office for our school records. At the end of the day, the phone will be returned by the class teacher and must not be used until the child leaves the school premises. If a child does not follow these guidelines they will not be allowed to bring a mobile phone onto the school premises. If they continue to bring a mobile phone to school, the phone will be confiscated and only returned at the end of the term.

**Exclusions-**The Head teacher, in discussion with the Chair of Governors and other senior staff, will decide whether to internally or externally exclude a pupil.

Internal exclusions will last between 1 - 5 days. If a child is excluded more than once, the length of exclusion will increase- usually by doubling. Internally excluded children will be set work by their class teachers, but the child will have no contact with their peers.

If the child is externally excluded for a fixed period of time, the Local Authority will be notified. If a child is excluded, parents/carer will be contacted verbally and in writing. A meeting between the Headteacher, the child's class teacher and Learning Mentor and the parent/care and child will be arranged after the exclusion period. If a child is excluded more than once, the length of exclusion will increase- usually by doubling.

If the child has been externally excluded on a number of occasions and for a period of 2 weeks or more, the school, in discussions with the Chair of Governors and or the Local Authority, may consider permanently excluding the child.

In extreme circumstances and when the child has posed a threat to another child or adult in the school, the school may permanently exclude the child. Again, this will be in consultation with the Chair of Governors and/or the Local Authority.

### **External support services**

These outside agencies are available to support and provide children and parents with the relevant provision in the borough:

- Educational Psychologist
- Family therapist
- Family support worker
- Child and Adolescent Mental Health Services (CAMHS)
- School nurse
- Social services
- Educational Welfare Officer

This policy has been written with reference to the following:

Behaviour and discipline in schools - DFE - 2011