




<h1>Behaviour Policy</h1>	
Governing Board with Responsibility	Teaching and Learning Committee
Reviewed/Revised	June 2020
Date of Next Review	June 2022
Agreed by Governors	15.06.2020
Additional Notes	This policy will be reviewed every 2 years or before if requested by the Governing Board or the Headteacher.



Introduction

In Princess Frederica CE School, we are all aware of the importance of encouraging appropriate behaviour in school and of the different ways that this can be achieved. The climate of the school as a whole is central to establishing and maintaining high standards of behaviour. The HMI report ‘Good behaviour and discipline in school’ emphasises the part played in this by the example set by teachers and other adults.

Where teachers are seen by the pupils to work hard, to put themselves out in the interests of pupils, to have high standards, to co-operate successfully and to treat each other courteously, these same attitudes flourish more readily among pupils themselves... where teachers insist, firmly but fairly, on hard work and commitment from pupils, and on high standards of behaviour, they are more likely to obtain them.

The following principles guide how our code of conduct is implemented:

1. Positive rewards for good behaviour.
2. A clear set of school rules that is easily accessible to all the children, to be fed into class rules. These are consistently applied.
3. A clear set of consequences for breaking these rules, which are consistently applied by all staff.
4. Parents fully involved in the positive reward system and informed of their children’s behaviour at consultation in reports and, otherwise if and as appropriate.

Mission Statement

Princess Frederica is a multi-cultural school, which nurtures Christian faith and behaviour. We believe that school should be an enjoyable and enriching experience.



Aims of the policy

- To foster a learning environment that encourages respect and appropriate and positive behaviour.
- To ensure the whole school community is aware of the expectations, rules, sanctions and rewards, and that we work in partnership to develop consistency.
- To help pupils develop and learn self discipline.
- To give pupils a sense of personal security along with the knowledge that their personal safety is being looked after in school, and that they are valued.
- The success of our policy can sometimes be seen in how children behave when adults are not around. We aim for our children to “internalise” the policy – to know it and be secure with it, and accept it.

Positive Reinforcement of Good Behaviour

As staff we will recognise and cultivate good behaviour and praise it. In situations where we need to tell a child or number of children off for their behaviour, we will endeavour to praise a child or children who are behaving according to expectation, thus giving the group of children who are misbehaving a chance to change their behaviour.

The school rules are:

- We respect each other
- We are good learners and always do our best
- We listen carefully
- We walk around school safely
- We look after our school and everything in it.

These rules apply to all settings in school, on visits or trips, and school journeys. Our standards of behaviour need to be consistent if our children are to become secure in knowing what acceptable and unacceptable behaviour is. Every room in the school will have rules prominently displayed. Class teachers are responsible for:

- Facilitating a collaborative process at the beginning of the year where children devise and agree to a set of classroom rules which are based on the school rules.
- Making classroom rules accessible and understood by all children in the class.
- Discussing the rules in sessions such as PHSCE and circle time.

All adults at Princess Frederica have the following responsibilities:

- Refer to the rules when settling disputes and investigating incidents.
- Refer to the rules when talking to parents and carers.
- Induct new staff, students and volunteers into the rules.
- Never walk past an incident and leave it for someone else to sort out. Deal with the incident or refer it to a colleague. Leaving the incident alone will show disregard for the rules and show children that we do not value the school rules.
- Praise any child when you see them doing something right.



Desirable Behaviour and Rewards

We aim to give positive reinforcement and praise as frequently as possible, and to avoid the build up of poor behaviour. We encourage the following behaviour:

- Good manners.
- Kindness, thoughtfulness, and respect for others origins, opinions and property.
- Good time keeping and attendance.
- Sharing, taking turns and patience.
- Pride in schoolwork and the learning environment.
- Self-discipline and self-motivation.
- Taking responsibilities and tasks seriously.
- Trying your best.
- Demonstrating the school's Christian values.

We acknowledge good behaviour by:

- Approval non-verbal and verbal.
- A thank you.
- Stickers, house points and certificates.
- Sending children to the head or deputy.
- Talking to their parents and carers in front of the child, or phoning home.
- Awards and prizes at assemblies, for behaviour and/or punctuality and attendance.
- Showing good work to another teacher by prior arrangement with that teacher
- Visit to the class by member by the Headship Team

Rewards

To ensure continuity in our expectations of the children, we have a range of incentive systems in place, which are followed by every class. Nursery and Reception teachers have their own methods of reward in their class.

School Incentive Reward Systems

- Marble Jar
- Lining Up Points
- House Points
- Star of the Week

Class Incentive System

At the beginning of Year 1-6 teachers will introduce the marble jar. Every time the class as a whole are behaving well, the teacher or other adult will drop a marble in the jar. This acts as a signal to the children, without stopping their work that they are behaving well. Marbles can be earned for lining up well, coming into assembly quietly, etc. When the marble jar is full, they can negotiate a "treat" with the Head teacher or Deputy Head teacher.



House Points

Children are awarded house points for positive social behaviour, citizenship and academic excellence. The points for each house group is collated throughout the school and announced weekly in celebration assembly.

Lining Up Points

Classes are awarded lining up points at the beginning of the day, break times and lunchtimes. The classes with the most points are announced weekly in celebration assembly.

Star of the Week

This scheme encourages and rewards children for their efforts in a number of ways. We award certificates for achievement, effort, social skills, behaviour and contribution to PE and music. These certificates are presented in celebration assembly on a Friday by the child's class teacher.

Stay on Green

- An adult will give one verbal warning with an opportunity to do the right thing.
- If the child continues to misbehave, they get a blue card (KS1 only) or yellow card.
- LSAs maintain a behaviour book where they record instances of a child changing colour.
- If there is no improvement in behaviour the child will change colour again and may get a red card. The teacher or LSA who gives this red card will speak to the child's parents/carers on the same day and they will attend detention the following day. The red card is recorded on SIMs and a reflection form completed in detention.
- Any child who disrupts the learning of other children will be immediately removed and sent to an alternative classroom, a DOTL, the Head teacher or the Deputy Head teacher along with work to complete. Either a yellow card or red card will be issued at this point.
- If a child receives three yellow cards during a week, they will automatically have a red card on the third count.
- For Key Stage 2, a third red card in a half term will result in an after school detention and could also warrant a meeting with the Head teacher.
- At this meeting a pastoral support plan/CAF may be drawn up with the child's parents and external agencies may become involved if they are considered as being at risk of having a fixed term or permanent exclusion.
- Parents are notified if their child receives a total of 5 yellow cards or a red card. This is done by a direct conversation with the class teacher.
- At the end of each term, children who have stayed on green will receive a certificate and there will be special commendations at the end of the year and end of Year 6.



Detentions

Infant children (KS1) have detention for 20 minutes and Juniors (KS2) for 30 minutes. Detention will normally be taken by the Deputy Head teacher and children will be sent to him/her at the beginning of lunchtime.

The 1st and 2nd detention is at lunchtime, the 3rd and subsequent detentions are after school from 3.30- 4.00 (If all three red cards fall within the same half-term). In KS1 we do not issue after school detentions.

After school detentions are normally issued on the same day as the detention occurs.

'Never late, Never absent' Certificates

To celebrate excellent punctuality and attendance, children have the opportunity of being presented with a 'Never late, never absent; certificate at the end of every term.

Unacceptable Behaviour and Sanctions

Reasons for a verbal warning

The use of a verbal warning is a clear cue to the child that they need to change their behaviour as it is in some way not acceptable. Reasons for a verbal warning include:

- Not adhering to the school/classroom rules
- Name calling.
- Un-friendly criticism of other children.

Serious Issues

Issues of unacceptable behaviour, which are deemed to be serious, need to be recorded in the class incident book and the parents involved at an early stage. Staff will need to refer the child to the phase leader, who will either deal with the matter or refer the child to the SENCo, Deputy Head teacher or Head teacher.

Serious issues may be defined as those issues likely to cause a risk to health and safety, damage to self or other persons or property, or which contribute to a break down in school discipline.

Examples of serious issues include but are not restricted to:

- Discriminatory and Multi-discriminatory behaviour, which includes sex, age, race, ethnicity, nationality, disability, mental illness or ability, sexual orientation, gender, gender identity/expression, sex characteristics, religion, creed, or individual political opinions (always report to Head or Deputy).
- Fighting, violent behaviour or physical attacks on other children or staff (always report to Head or Deputy).
- Play fighting.
- Vandalism or destroying property.
- Stealing.
- Disrespect or disobedience.
- Swearing or verbal abuse.
- Overt or covert bullying.



- Leaving class without permission.
- Running out of school
- Setting off the fire alarms

Red emergency cards in all classrooms should be sent to the office or to another colleague in the event of a serious incident.

Physical Restraint.

Corporal punishment does not form part of our policy. It is an act of assault.

Staff Guidelines for Using Force

From time to time staff may find themselves in situations where physical contact with pupils is a real possibility. In these situations the following principles should be applied.

On breaking up a fight:

- Get rid of non-combatants; violence thrives on witnesses.
- Don't put yourself at risk; alert colleagues, enlist their help.
- Assess a situation first.
- Be calm, don't take it personally.
- Use verbal intervention first e.g. "STOP!"

On stopping a pupil from absconding:

If you stop the pupil leaving the premises, think what you need to do next. You cannot imprison him or her. A chase may put all parties at risk. It is vital to contact the police should a child abscond.

Application of force is allowed where staff may need to:

- Physically interpose between pupils at risk of injury.
- Block a pupil's path.
- Hold (but never round the neck or collar).
- Lead a pupil by the hand or arm.
- Shepherd a pupil away by placing your hand at the centre of the back.
- In extreme cases (such as self defence) more restrictive holds.
- But you should not act in a way that might reasonably be expected to cause injury.
- Any physical application used by a member of staff should be reported to the Headteacher as soon after the incident as possible.*

Do not:

- Hold round the neck or by the wrists.
- Restrict a pupil's ability to breathe.
- Slap, punch or kick.
- Twist or force limbs against a joint.
- Hold or pull by hair or ear.
- Hold face down on the ground.
- Nor should you touch in a way that might be considered indecent.
- Avoid any touch in anger or in a situation involving conflict.



What is reasonable force?

The use of force is illegal if physical circumstances do not warrant it.
The force used should always be the minimum needed.

In what situations does the guidance apply?

When a pupil attacks a member of staff.
When a pupil attacks another pupil.
When a pupil engages in, or is on the verge of committing, deliberate damage or vandalism.
When a pupil is causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
When a pupil at risk absconds from class or tries to leave the school.

You must record all incidents involving force in writing at the time including:

The names of everyone involved, time and place and names of any other witnesses.
How the incident began and progressed, with details of behaviour (ABC – antecedent, behaviour, conclusion).
What everyone said, as near as possible.
What steps were taken to diffuse the situation?
The degree or force used, how applied and for how long.
The pupil's response.
The outcome.
Details of any injury and of any damage to property.

You must

Report to the Head teacher, Deputy or DoTL
Keep a copy of your report.
Tell the parents immediately, orally or in writing and give them a chance to discuss the incident (with a senior colleague present if felt necessary).

You are advised to

Seek advice from a senior colleague or a member of your professional association.

Exclusions

Fixed term Exclusions

Guidance on school exclusions can be found in the School Exclusion Policy which can be found on the website. A child may be excluded for a fixed term or permanently. A child may also be excluded for a period of each day, e.g. the lunch hour.

Acts of vandalism, which place others at risk or lives at danger, such as setting off the fire alarms, result in an immediate one day exclusion.

The Head and Deputy reserve the right to take fixed term exclusions on the following incidents:

- Verbal attack on staff.
- Fighting.
- Physical attack on another child.
- Physical attack on staff.
- Bullying



Internal Exclusions

Internal exclusions may serve a number of different purposes. They are considered on a case by case basis by the Headship Team and they may follow on from persistent red cards.

The reason for the internal exclusion will be made clear to the pupil and parents.

An internal exclusion could be in another classroom or a separate room, depending on the seriousness of the incident. Pupils should understand that they will be required to complete set work whilst excluded from class and this work should be provided by teachers.

During an internal exclusion, pupils will still have break and lunchtimes, however these will be separate to the rest of the school.

Expectations, Challenge and Interactivity

All children, regardless of their abilities, deserve the following:

- Work that continually provides them with a challenge that will take their learning further.
- Work that is continually interesting, fun and interactive.
- Work that continually promotes pride in their presentation and work habits.
- Clear, unambiguous instructions that help them to be successful in their work.
- High expectations of their work and behaviour so that they can achieve their own personal best.
- Feedback on learning and behaviour that relates to what is expected of them.

An unchallenged child whose work is not matched to their ability, a child who is given low expectations, may well present undesirable behaviour. When looking at a child's behaviour, senior leaders will also look at their work samples, make lesson observations and look at the expectations, challenge, interactivity, interest levels and relationships in the classroom. There may be issues regarding the quality of teaching and learning in the environment that impacts on their behaviour.

Break time & Lunch time

Break times and lunch times are very important for children. They are also times when bullying, fighting and other forms of unacceptable behaviour are more likely to occur. It is of the utmost importance that all staff take children's concerns seriously. Telling a child to "go and play somewhere else and don't worry" in isolation is not acceptable. SMSAs should bring inappropriate behaviour to the attention of the class teacher who will continue with sanctions in the classroom in accordance with the school behaviour policy.

The Headship team will be responsible for regular liaison with SMSAs.



Wet Break Times and Lunch Times

Class teachers are responsible for cooperating with SMSAs and LSAs on providing the following:

- Directions about which resources and class games are available for use.
- A box of materials and games for the children to use.
- Arrangements for splitting children around the school if there is a recent history of misbehaviour or fighting.
- Age appropriate videos, as listed in the Staff Handbook, for year groups to watch together.
- If the supervising adult has to leave a classroom to take a toilet or tea break, then they must make sure another adult replaces them.
- Leave the classroom tidy.

Home-School Agreements

When parents and carers choose to send their child to our school, they choose to follow our home-school agreement. This tells them what we expect of them at school, and what they can expect of us. These agreements are signed by parents, class teachers and children at the start of each school year.

Child Protection

Sudden or uncharacteristic behaviour changes need careful monitoring, and advice should be sought from the Child Protection Officer immediately, if there is an incident or disclosure to report.

Special Educational Needs and Disabilities

We need to understand the context of a child's background. (Some children deal with poverty, discrimination, instability, homelessness, bereavement, illness, being a carer for an adult, and their own special needs). However our policy applies to all children, as they all deserve high expectations, consistency, and all are entitled to the aims of our policy. For some children, accepting the policy will be easy and reassuring, for other children it will be a daily learning objective that we must try and help them achieve.

COVID-19 Addendum to the Behaviour Policy

At Princess Frederica we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations above remain, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all children and staff.

Behaviour in school: Children may exhibit different behaviour traits and patterns from before COVID-19. Anxiety: spot the signs

It's normal for children to feel worried or anxious from time to time. In light of current events it's also normal for children (and adults) to be experiencing more anxiety than usual. It is important this is considered

Anxiety becomes a problem when it gets in the way of a child's everyday life: when it affects their behaviour and thoughts every day, or interferes with their school, home and social life.



Minor worries
and anxiety

Often thinking
about worries

Anxiety affects
behaviour and
thoughts every day

Anxiety is getting
in the way of
everyday life

Not a problem > Potentially becoming a problem > A problem

A child suffering from anxiety might:

- **Be irritable, angry, tearful or clingy** – they might get angry or irritable quickly, and be out of control during outbursts
- **Be tired** – due to difficulty sleeping, waking in the night, bad dreams or wetting the bed
- **Have difficulty eating** – they might seem to lose their appetite, or eat very slowly
- **Be constantly worrying or having negative thoughts** – they may find it hard to concentrate as a result
- **Be tense and fidgety** – they might find it hard to sit still or ask to use the toilet more often than usual
- **Have physical symptoms** – they might complain of tummy aches and feeling unwell

Arrivals, Departures and Moving round the school

Children will enter school through their designated entrance at the agreed time. Children will wait outside the school gate with a parent/carer and go straight to their designated bubble where a member of staff who will remain with them that day will be waiting. Markings on the ground encourage a 2m distance from other children when waiting to go to class and from other bubbles.

At their designated home time, children will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide until called.

Movement around the school will be limited. When the children leave their bubble classroom to go outside for break, lunch or outdoor learning, they will follow the markers on the floor and wall. Children will follow an adult from their bubble on their designated route.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by speaking to an adult. Children must have a responsibility for their own equipment e.g. water bottles and ensure that these are not shared with other pupils.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel before entering school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).



Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground at all times. Pupils in Nursery, Reception, Y1 and Y6 will have their own table with chairs spaced 1.5m apart. When children enter their bubble, they will be expected to go to their table and nowhere else in the room. Children will put their hand up if they need an adult's support but will be encouraged not to get out of their seats, especially if this is requested by a member of staff.

Teachers will ensure that pupils, where ever possible, adhere to social distancing measures. Where older pupils are not complying, the usual disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Each bubble will have their own toilets to use. Children will be supervised and encouraged to use the toilets at selected times (just before break time) while with bubble staff. Where a child needs to go to the toilet at a random time, a member of staff will go with them. When a child has finished in the toilet they must wash their hands.

Break times

Children will have a designated place to play during break times. Children must stay in their designated area at all times. Children should be encouraged to practice social distancing.

Rewards

The house point system can continue to be used during Covid-19. Children might be given stickers as rewards. Staff welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to the Head Teacher or other adult for acknowledgement will not be permitted but other methods for praise and acknowledgement of endeavour will be provided.

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their pods or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with our current behaviour policy (not giving time out in another classroom).
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.



- If a child's actions are deliberate in causing distress to another child or adult (covid-19 related) such as invading someone's entitlement to a 2 metre distance outside or 1.5m inside or coughing in someone's face, the child will be removed from their bubble and a senior leader contacted for immediate support. Parents/carers will be contacted.
- If the health and safety of other pupils and staff members are persistently being put at risk by the child not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment. School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEND are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.

Pupil's working from home

If interacting with other children or staff online, children should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, children.

Children should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via Purple Mash or on Google Classroom, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other children or peer-on-peer abuse that is disclosed to the school during this time.