



Sir Alexander Fleming Primary School and Nursery Behaviour Policy

Reviewed September 2019
Next Review March 2020

Introduction



Our Values and Vision

VALUES

The staff and children at Sir Alexander Fleming Primary School and Nursery have agreed that our core values are:

SAFE – keep ourselves safe in an ever-changing world
RESPECT – for ourselves, our families and our communities
PRIDE – in our achievements and those of others
BRAVERY – to attempt challenges, which will be difficult
SUCCESS – a belief that with effort anything is achievable

VISION

The staff, parents and governors have agreed that the core aims are as follows:

Be safe, be happy and make sensible choices
Have respect for themselves and others
Be independent, brave and inquisitive learners
Achieve high standards
Aspire to work hard to become their 'best self'

'Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour.'

Gandi

Aims of the policy

To create a welcoming and safe learning environment in which everyone can be successful. Develop a consistent approach across the school, which all children know and understand. Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed and celebrated, with a strong emphasis placed upon 'British Values'

"If you treat people as they are you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be".

Everyone has a right to feel safe at school. The staff at Sir Alexander Fleming Primary are committed to ensuring that every child is protected from harm. Everyone is of equal value and will be valued equally regardless of whether or not they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.

Expectations

We expect everyone in our school to:

- have high expectations of behaviour
- show respect to each other;
- develop an increasingly sound understanding of right and wrong;
- co-operate and work together;
- recognise the achievements of others;
- be reliable, trustworthy and responsible;
- behave in a safe manner at all times
- respect the school's environment and belongings;
- take care of their own belongings and those of other children;
- be courteous and well-mannered at all times;
- show by their behaviour that they value the school community;
- treat others as we would like to be treated.

Our Values underpin our aims, with rules kept to a minimum and presented in a positive way. Expectations are clearly explained and reinforced formally and informally so that children understand why they are important:

- For reasons of safety
- Respect for others and their property
- For the smooth running of our school

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Promoting Good Behaviour

Good behaviour is helped when everyone remembers to **CONSISTENTLY** do what is expected of them:

- Staff focus on positive behaviours and praise children when they see this
- All staff **MUST** remain calm and not allow their emotions to show.

- Our school has a **NO SHOUTING POLICY** and all staff should follow this! All staff must address this issue with any staff member if they hear/observe it.
- Staff tell children clearly and consistently what is expected of them.
- If children are to be spoken with about their behaviour, this must be done privately, quietly, without sarcasm and not in front of a class
- Children remember and demonstrate what is expected of them.
- School and classroom rules are consistent, fair, related to our values and adhered to.
- Rules are regularly discussed and reviewed by staff and children together
- Responsibilities, expectations, and activities are matched to individual children's age, needs and development.
- Staff regularly inform children's parents of good behaviour or achievement
- When children have worked hard on a task and produced excellent work this is displayed/shared as an example to others.
- In SMSC and R.E. lessons children are taught the reasons why good behaviour is essential in our society and how bad behaviour can spoil the lives of others and restrict their own life opportunities.
- In assemblies children are encouraged to reflect and to think about others.
- In all subjects children are taught the skills of resourcefulness, reciprocity, resilience and reflectiveness.

Rewards

A child's efforts to behave well are part of their overall attitude to school.

Recognition of this by adults gives a boost to their self-esteem. Our aim is to praise children for their efforts **without** over-reliance on stickers and certificates.

The Sir Alexander Fleming team's aim is to develop self-motivated learners who feel good about themselves and their achievements without the need for excessive external (extrinsic) rewards or encouragement.

Everyone in school aims to positively praise children for their excellent behaviour and work. This will encourage motivation to learn, team spirit and improve morale so they will naturally feel good about themselves from the praise they receive for achievement in school. We believe that good behaviour should be consistently rewarded.

School Rewards

- Praise and encouragement – lots of WELL DONEs from everyone
- Head Teacher and Class Teacher stickers
- Golden Time (for KS2)
- Above and Beyond Assembly nomination
- Timestables Rockstars
- Writing Awards
- PE awards
- Star of the Day nominations
- Winning the attendance cup or attendance bear
- Proud Stickers
- Housepoints
- Headteacher postcards
- Lunchtime awards book - nominations made by the lunchtime staff

Exemplary behaviour or achievement will be commended by staff and will be rewarded via the class reward system. Staff will speak directly to the child's parents to express how pleased they are with his/her behaviour. Children will be mentioned in the Celebration Assembly, and will be awarded with a certificate which they can take home to share with parents.

Behaviour Support Systems

To ensure that all children are following our Values, all staff in school must also follow these behaviour support systems.

Reception and Year 1

In Reception and Year 1, we will continue to use the sunshine, cloud and drizzly cloud system for reinforcing good behaviour. Displayed on the wall in each classroom is a card holder which allows all adults in school to monitor the behaviour of each child. The children are given different themed cards, depending on their behaviour.

At the beginning of each day the children all start on the class sunshine. If any child shows excellent behaviour or makes excellent progress with their work, their sunshine will be replaced with a Rainbow. Parents will be informed by the class teacher when this happens, so that they can share in this achievement.

However, although we understand everyone has bad days at times, there has to be consequences if children do not follow our values. If this happens, the child will initially be given a stop and think warning. If they persist following this, they will be placed in the cloud. As a result, the child will lose a privilege. This could be 5 minutes time out, loss of house points, loss of golden time, missing part of break or lunchtime. Your child's class teacher may also inform you. The consequence will reflect an individual's interest. If poor behaviour continues or for an incident of a more serious nature, the child will then receive a drizzly cloud. This will result in the child having time out of the classroom, being referred to the Early Years Leader / Key Stage 1 Phase Leader and the parents will be made aware via a phone call, home school communication book or in person at the end of the day.

If a child's behaviour does not improve and they are repeatedly receiving drizzly clouds, the child will be sent to Mrs Tomlinson or Miss Hullin and placed on a report card until their behaviour improves.

Year 2,3,4,5,6

In Year 2 the children will follow the behaviour system that is used in Key Stage 2 - It's good to be green! This behaviour system follows a similar privilege, warning and consequence model, however using a more grown up approach. Displayed on the wall in each classroom is 'Good to be Green' and a system which allows all adults in school to monitor the behaviour of each child. The children are given different coloured cards, pegs, pictures depending on their behaviour:

Gold - Awarded for excellent behaviour or excellent progress in their work.

Green - The children will all start with a green card at the beginning of each day

Stop and think (orange) – An opportunity to think about any low level behaviours which are falling below the level expected for the SMART code.

Yellow card 1 - Warning

Yellow card 2 - Loss of privileges. As in Reception and Year 1, this will be dependent on the child.

Red card - Contact with parents and child to have time out from the classroom, miss lunchtime

Out of this world behaviour!

If any child in school shows **outstanding** behaviour or **consistent good** behaviour, as well as making **good progress** in their work their photo or name card will be moved to the 'Out of this World!' planet picture. As a reward for this a Headteacher's postcard or phone call home to parents will be made.

Challenging Behaviour

Although we understand everyone has bad days at times, there has to be consequences if children do not follow our values. Some of the ways we deal with inappropriate behaviour are:

- Behaviour is dealt with immediately and privately (non-confrontational manner).

- The whole Sir Alexander Fleming team (teacher, teaching assistants, lunch supervisors, admin and caretaking) are actively involved in praising positives and supporting behaviour improvement.
- First of all the child will be dealt with using the behaviour systems previously mentioned, yellow and red cards for KS2 and the rain and thunder cloud for KS1. The child will be given an appropriate consequence for them, e.g. missing part of their break or lunchtime, missing 5 minutes of golden time, etc.
- If poor behaviour continues or more than one red card/thundercloud is received the child will be removed from the classroom to have 'Time Out'. This could be in another classroom, with the Learning Support team or the Headteacher. Following this the child might be put on a report card system, where their behaviour is recorded for each lesson on a chart. This is shared with the headteacher and parents at the end of each day.
- There is a policy in place for using the 'Calming Room' and this should only be accessed by KS2 children. There should also be a member of the SLT / MAPPA trained staff there if it is used at any point.

A 'Time Out' system also runs at lunchtime. If our school values are not followed on the playground then the lunchtime supervisors will bring the child involved into school to see Mrs Tomlinson. The child's name and actions will then be logged into the 'Time Out' book and the child will remain in school for time out.

After time out to think, there are chances for the children to apologise and shake hands, make friends and be positive again. Support groups with Miss Hullin, Mrs Adams and Mrs O'Donnell, providing a time to talk and come up with alternative ways of solving problems are sometimes used for children that consistently forget to follow our school values. In extreme cases, poor behaviour may lead to an internal, temporary or permanent exclusion - but this is of course only a last resort and will always be avoided where possible.

Sanctions

As a school we follow the Paul Dix principles of behaviour. Minor breaches of discipline are generally dealt with by the class teacher or member of support staff in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will have consequences. Tiered sanctions allow the teachers and support staff to remind children of positive expectations and the opportunity for the children to take responsibility for the choices they make and move forward. For many children the 1st step (a verbal warning) is enough to encourage children to do this. However, at time this will need to be followed by other steps in the Paul Dix principles:

1st Warning (Verbal)

I saw/heard you choose to ...
 This is a verbal warning
 You now have the choice to make intelligent choices
 Thank you for listening

2nd Warning (Written) – 1 minute discussion with class teacher after lesson

I saw/heard you choose to ...
 This is a written warning (recorded on small whiteboard)
 Think carefully about your next choice, you are in charge of your behaviour and can make intelligent choices
 Thank you for listening

3rd Sanction – 5 minute discussion with class teacher after lesson

I saw/heard you choose to ...
 This is the third time I have spoken to you. You have chosen to lose time for this lesson. (Students name) do you remember when ... (model of previous good behaviour)? That is the standard of behaviour I expect from you.

If you choose to break the rules again you leave me no choice but to send you to the reflection room

Think carefully about your next choice, I know that you can make intelligent choices

Thank you for listening

3rd Sanction – Reflection Room

I saw/heard you choose to

You have chosen to go to the reflection room for your playtime where we can discuss this calmly.

Children in KS2 (Y3-6) can be kept behind at the end of the school day (Maximum 10mins). We feel this is important as it gives children the opportunity to start a fresh the following day.

Parents will be involved at the earliest possible stage. Class teachers will make contact with parents if they are concerned about persistent low level behavioural issues. Children may then be placed on a daily or weekly behaviour chart/book to monitor the situation with the parents' support.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, defiant refusal and disruptive behaviour in class which impacts on learning and teaching. This type of behaviour is generally rare and it is the responsibility of the Headteacher, Deputy Head or other members of the SLT, who will deal with it severely, particularly if the problem keeps recurring.

Verbal reminder, with reference to the School Values.

Time out - sent to different classroom to work – Senior member of staff

Loss of break time / privileges – Break / Lunch play time / Clubs / Monitor jobs / Trips / Visitors

The class teacher calls or speaks to the child's parents.

Report to the Head, Deputy or Assistant Head

Involvement of the Learning Mentor, Learning Support Advisory Teacher or Behaviour Support Team as appropriate

Report Card

Internal exclusion with Headteacher, Deputy Head teacher or Pastoral team

Exclusion (temporary or permanent). Exclusion may be the first response to extremely challenging behaviour. Note: Governing Body are involved in exclusions

How adults at Sir Alexander Fleming will enable positive behaviour

As a school we believe in promoting positive behaviour for learning.

We will do this by:

- Strategic adults will be positioned on doors and gates in a morning to greet families and children
- All class teachers greeting children at their classroom doors at 8.30am and saying 'good morning'
- Good and outstanding teaching
- Regular, constructive marking to help every child make progress
- Giving positive praise and rewards
- Having clear and consistent expectations, with a sustained focus on improving outcomes
- Not allowing children who make poor choices to become famous – all adults must ignore
- Ensuring a secure, happy and stimulating learning environment
- Offering depth and breadth to our curriculum offer and ensure a wide range of extra-curricular activities
- Having high standards and high expectations of personal attitude, effort and behaviour
- Encouraging positive relationships and good communication at every level

Unacceptable Behaviour

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given an opportunity to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable reparation.

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances they will normally be disciplined by a sanction.

Categories include:

- disrupting other children's learning
- violent or aggressive behaviour or hurting others
- deliberate offensive or abusive language
- deliberate rudeness and disrespect
- name calling
- vandalism
- disregard for class/ school rules and procedure;
- theft
- bullying of any nature
- sexual harassment
- drug related behaviour
- carrying anything which may be considered a weapon
- Racism, homophobia or sexism including name calling and any type of harassment.

If a child's behaviour falls into any of the above categories, this will be recorded on the confidential CPOMS system as a Concerns Log. A record will be made describing the incident, and dependent upon the nature /level of the incident, parents will be contacted to discuss this with the child's teacher in the first instance.

If persistent negative behaviour continues and concerns are repeatedly logged, parents are asked to meet with their child's teacher and/or a member of the senior team or with the Headteacher.

Parents will always be contacted by telephone immediately but if this is unsuccessful, a letter will be sent home. (copies of all letters are placed in the child's file)

Dependent on the nature and level of behaviour, parents may be called into school immediately to meet with the Headteacher.

Internal exclusions are given as a consequence of behaviour such as:

- Disruption to lessons
- Foul or abusive language towards other pupils or staff
- Bullying of any kind, or defiant refusal to follow school procedures with perceived threatening behaviour and/ or inappropriate language.
- Wilful damage to property

These will be organised by SLT; children are not to just be sent to other classes or out of classrooms unsupervised.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school policy and procedures with regards to peer on peer abuse.

Parents should be aware that if any member of staff fails to uphold the high standards of expected professionalism and integrity demanded by the school through its Policy and Code of Conduct, the Headteacher and the Governing Body will follow all of the necessary protocols to address this.

Modified Timetables

There are instances, particularly when there are concerns regarding a child's engagement with learning and/or any persistent or disruptive behaviour that is having a negative effect on a child's mental health, it may be decided to place a child on a Modified Timetable for an agreed period. In effect, this means the child has reduced time in the classroom, but the school will provide appropriate work activities for the child to complete at home.

Modified timetables are always considered on an individual basis, they are planned carefully, implemented rigorously and regularly reviewed. Parents are fully involved throughout the period of any Modified Timetable imposed by the school. The school follows all Local Authority protocols for Modified Timetables. Modified timetables often result in positive outcomes for all concerned as they support the child to re-engage with their learning routines and re-establish the rules and expectations of the classroom and the wider school.

Fixed Term Exclusion

If any child deliberately and persistently breaches the school's expected codes of behaviour, a Fixed Term Exclusion will be implemented. This exclusion is usually for a short period, but in extreme cases, can be applied for a maximum of between 15-45 days.

During the period of any exclusion, the school will continue to provide appropriate work activities which must be completed at home. The Local Authority and the school's Chair of Governors receive copies of all exclusion notices.

If any child is excluded for 15 days or longer, the Pupil Discipline Committee of the Governing Body will meet to discuss the reasons for exclusion, and the school must provide detailed evidence for applying the exclusion notice. Parents are invited to attend this formal meeting and are issued with a copy of the minutes.

The school has a designated Governor with responsibility for Behaviour and Exclusions.

The school's Pupil Discipline Committee comprises of School Governors.

Permanent Exclusion

Permanent exclusions are very rare, and are usually the result of extreme persistent, disruptive behaviour and/ or extreme violence or abuse levelled at children and/or adults. A permanent exclusion may also be the result of an isolated, but extreme act of physical aggression levelled at a child or member of staff. In these cases the Police may be involved. The school has to provide detailed evidence to support the decision to permanently exclude any child and must demonstrate that all possible support has been accessed to modify persistent negative behaviour, as well as evidence to support the child's education.

The Pupil Discipline Committee of the Governors must fully endorse the Headteacher's decision to permanently exclude any child, and the Local Authority must also be completely satisfied that any permanent exclusion is valid.

Parents of an excluded child have the right of Appeal and must follow all of the Local Authority protocols and present their case to the Appeals Committee of the school's Governing Body.

Lunchtimes

At lunchtimes, children are expected to abide by all of the school rules and it is the role of the supervisors to oversee this with support from all staff.

The Headteacher may, in extreme circumstances, exercise the right to invoke fixed term lunchtime exclusions which formally exclude that child from the premises at lunchtimes. This will be fully discussed and agreed with parents before action is taken.

The school provides supervised lunchtime clubs where positive behaviour is promoted. This facility supports children to modify their behaviour and social skills.

All SLT and Middle Management are expected to be available at lunchtimes to support the behaviour inside (corridors, hall) and outside (playground). This will be monitored.

Additional Courses of Action

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

Consultation between staff, including the Headteacher, SENCO, Inclusion Leaders and Nurture Group Leader to discuss /agree appropriate interventions.

CAF/TAC Meetings

External Behaviour Support and Consultancy

Adult support / CAMHS / Relateen / Impact

Referral to the Fair Access Panel

Modified timetable

Managed move

Pupil Referral Unit

Consideration of Education Health Care Plan.

Meetings and discussion with a child's parents to keep them fully apprised of their child's behaviour difficulties

A school based plan may be structured to support the child. The child's parents will be asked to actively contribute their support to the plan.

Advice from other external agencies as appropriate (e.g. L.S.A.T. or Educational Psychologist.)

Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher and the Inclusion Team to consider the best ways forward.

Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regular monitoring so that each child has the opportunity to achieve.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which are able to be administered outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the Police or Community Support Officers on Sutton Hill of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will

always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

Searching and confiscation

The Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline. (See Search and Confiscation procedure)

Physical Intervention

The use of physical intervention is very rare and is, wherever possible, avoided.

There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded.

This Policy should be read in conjunction with the school's Anti Bullying-Policy 2019

Child going Missing from School during the school day:

Leaving the classroom or school grounds without permission

The law and legal framework concerning missing or runaway children states;

"Anyone who has care of a child without parental responsibility may do what is reasonable in all circumstances to safeguard and promote the child's welfare (Children Act 1989 s3 (5)). It is likely to be "reasonable" to inform police, or children's services departments, and if appropriate, their parents, of the child/young person's safety and whereabouts."

If a pupil runs out of a class, the teacher must make every reasonable effort to establish where he or she has gone. This may involve the teacher deploying the support staff/ responsible adult to follow the child to monitor his/her safety.

Teachers will not run after the child but must alert the Headteacher or a member of the senior leadership team/ Team Leader, and/or send a message to the office immediately for adult support.

A watchful eye will be kept on any child who has taken himself/ herself out of the school building and possibly out of school grounds, unless this provokes the child to run further. If a child is no longer on school premises, parents will be contacted. If they are not at home, the police will be informed that a pupil has left school and is at risk.

When a child goes missing from school during the school day there are clear procedures in place to follow up on their whereabouts.

All staff should be aware of these procedures.

Ensure that registers are always up to date and that each child's attendance is accurately recorded.

Police do not normally record or investigate reports of absences that are clearly truanting. Each case will need to be assessed on the known risks and whether the absence is out of character for the child.

If a child's absence is reported to the police they will be treated as a missing person; it is therefore important that all reasonable efforts to trace a child should be made first.

Once the absence is discovered the child's parents/carers should be contacted immediately. The nature of the absence should be discussed. If the parents/carers believe that there are risks involved, they should be told to inform the Police on 0300 333 3000 to make a missing person report.

All missing children should be reported to the police by the end of the school day if not located and you have been unable to inform their parents/carers.

If you are not sure if a child should be reported to the police as missing, telephone them for advice

For children not arriving at school at the beginning of the school day, follow the non school attendance procedures; ensure that you have specific processes in place for children who fall into the high risk/vulnerable category.

When a child is identified as missing during the school day, complete the following checklist:

Name of pupil..... **D.O.B**.....

Action	✓
Ensure the child is not on the school premises (and that reception staff alert you immediately they receive any information)	
Check with the child's friends when they were last seen. (Establish from friends if the child has a mobile phone and if so attempt to make contact. Send a text message to them).	
Contact the child's parents/carers and advise they should contact the police if they have any concerns	
Contact absent parents (unless they are not allowed contact with the child)	
Contact any emergency contacts from the child's records	
If the child is subject to a Child Protection Plan, or is a Child in Need inform the key social worker or if unavailable the team leader	
If the child is a child "at risk/vulnerable" report immediately to social care and the police (ensure any health concerns are communicated)	
If you are unsure if the child should be reported to the police, have an informal discussion with them. Ask to speak to a Police supervisor on 0300 333 3000	
If the child is still missing by the end of the school day and you have been unable to talk to the parents/carers, report them as missing to the police	
When the child is located, explore reasons for their absconding	

Date checklist completed:.....(Copy to appropriate file)