



Sir Alexander Fleming Primary School and Nursery Behaviour Policy

Reviewed September 2023
Next Review September 2024 (inline with KCSiE)

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

Mahatma Gandhi



"Opportunities can never be reached unless you are well-behaved"

Keziah, Year 6

"Our rocket system works well as it shows the children that they have consequences"

Will, Year 6

"The teachers are fair and follow through with the consequences"

Indah, Year 3

"It is a good system because there are lots of people to talk to who support you, like the SLT, Rainbow Room, Mrs Fullerton, behaviour mentors"

Esmé, Year 5

"You can go to the calm room if you feel stressed or worried"

Eddie, Year 4

Introduction



Our Values and Vision

VALUES



School Values

Our values underpin our aims, with rules presented in a positive way as appropriate. Expectations are discussed, clearly explained, and consistently reinforced so that all children and adults understand why they are important:

- for reasons of safety.
- respect for others and their property.
- for the smooth running of our school.

Everyone has a right to feel **safe** at school. The staff at Sir Alexander Fleming Primary School and Nursery are committed to ensuring that every child is protected from harm. Everyone is of equal value and will be valued equally regardless of whether 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.

It is everyone's responsibility to help make our school a happy place where everyone can be **successful**. We expect that the **respectful** behaviour of children will enable teachers to teach, and each other to learn. Everyone is responsible for their own behaviour and our expectation is for good behaviour offline and online. Good behaviour is something to be **proud** of and so is rewarded and celebrated. The education of many children will be protected from disruption by a minority who are demonstrating unacceptable behaviour; this will be met with consequences. Parents will be informed about the expectations of the school and about the consequences if the child behaves inappropriately in school, in the community and online.

Aims of the policy

- To create a welcoming and safe learning environment in which everyone can be successful.
- Develop a fair and consistent approach across the school, which all children know, understand, and can articulate.

- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed and celebrated, with a strong emphasis placed upon 'British Values'.

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.

Promoting Good Behaviour

Good behaviour is developed when **everyone** remembers to **consistently** do what is expected of them:

- Staff focus on positive behaviours and praise children appropriately.
- All staff maintain a calm approach at all times, supporting each other where needed.
- Our school has a **no shouting ethos** which **all** staff members adhere to.
- Staff explain to children clearly and consistently what is expected of them. They model the highest standards of respect at all times.
- If children are to be spoken with about their behaviour, this is done discretely, in all situations.
- Children remember and demonstrate what is expected of them.
- School and classroom expectations are consistent, fair, related to our values and adhered to.
- Expectations are regularly discussed and reviewed by staff and children together.
- Responsibilities and activities are matched to each pupil's age, needs and stages of development.
- Staff inform children's parents/carers of good behaviour or achievements.
- Examples of excellent work are celebrated with other children.
- Throughout the curriculum, and specifically in SMSC and RE lessons, children are taught the reasons why good behaviour is essential in our society and how 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. Children's individual achievements are celebrated with certificates in our weekly Celebration Assemblies.
- In all subjects children are taught the skills of resourcefulness, reciprocity, resilience and reflectiveness.

Our Behaviour Curriculum

The aims of our behaviour curriculum

Successful relationships are underpinned by the positive ethos promoted in our school culture; a culture which demands high expectations of staff and pupils, and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all.

We aim to create a culture of exceptionally good behaviour: for learning, for community and for life. We aim to build a community which values kindness, care, respect, acceptance and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society. Through encouraging positive behaviour patterns, we can promote good relationships throughout our school community built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them.

Teaching the Curriculum

- Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The learning behaviour and expectations set out clear parameters for behaviours for learning, behaviours in the community and online, standards and routines so that we have a shared and consistent language of expectations across school.
- The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects.
- Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'learning behaviours' curriculum is revisited with pupils and will continue to be reinforced throughout the year.
- Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content.

The process for teaching behaviour explicitly

- **IDENTIFY the behaviour we expect**
- **Explicitly TEACH behaviour**
- **MODEL the behaviour we are expecting**
- **PRACTISE behaviour**
- **NOTICE excellent behaviour**
- **CREATE conditions for excellent behaviour**

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach.

We will encourage children to reflect on their behaviour using the language of:

Be ready	Be respectful	Be safe
<ul style="list-style-type: none"> • We arrive at school on time, every time • We get to lessons on time. • We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. • We make sure we have the right equipment for the day. • We take part fully in lessons and show resilience. 	<ul style="list-style-type: none"> • We always listen when an adult is talking. • We always listen to pupils in our class giving ideas and feedback. • We are polite and show good manners to everyone. • We respect difference and know we are all equal. • We look after our equipment and share it. 	<ul style="list-style-type: none"> • We follow instructions - first time, every time. We do not tolerate bullying of any kind. • We walk sensibly around our school. • We line up sensibly. • We know who to go to for help and support. • We stay safe online and outside school. • We use equipment safely.

	<ul style="list-style-type: none"> We look after our environment and never drop litter. We respect the law and the rules of school and society 	
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Behaviour Curriculum for Pupils

Behaviour Curriculum

Our Pupils will be taught and know the following expectations and routines.

Respectful Manners	Uniform	Assembly	Moving around school	Dining Room
<p>*Know that you should always say 'please' when you are asking for something.</p> <p>*Know that you should always say 'thank you' when you receive something or someone does something for you.</p> <p>*Know that you should let any waiting adults through a doorway before walking through yourself.</p> <p>*Know that you should say 'Good morning/afternoon' to adults if spoken to.</p> <p>*Know that it is polite to give eye contact to the person you are talking to.</p> <p>*Know that if you respect someone, you have a good opinion of their character or ideas.</p> <p>*Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.</p>	<p>*Know that we wear full uniform, and it is worn correctly - shirts tucked in, no jumpers around waists etc.</p> <p>*Know that we wear plain black shoes or trainers to school (no colours)</p> <p>*Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately</p> <p>*Know that we can wear a watch and one pair of small stud earrings</p> <p>*Know to bring correct PE kit as appropriate</p> <p>*Long hair is tied up</p>	<p>*Know that we enter/exit quietly when we walk into/out of the hall</p> <p>*Ensure uniform is worn correctly (tucked shirt in etc.) on entry and exit</p> <p>*Know the sitting space and in which order</p> <p>*Know the expectations for sitting</p> <p>*Know that we sit cross-legged with a straight back and hands still</p> <p>*Know that we face the assembly leader and face forwards with eyes on the speaker</p> <p>*Know that we use silent handcup to contribute</p> <p>*Know that we use manners when speaking</p> <p>*Know that we participate actively - singing etc.</p>	<p>*Know that we walk around school quietly</p> <p>*Know that we walk in a straight line</p> <p>*Know that we line up in our agreed line order</p> <p>*Know that we are polite and courteous to adults / other children with a greeting</p> <p>*Know that we open doors for others</p> <p>*Know that we pick up litter, coats and resources if on the floor or untidy</p> <p>*Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom)</p>	<p>*Know that we wash hands before eating</p> <p>*Know that we use a quiet voice and talk to the children opposite or adjacent to them only</p> <p>*Know that we line up - one behind the other, quietly and stay in our places</p> <p>*Know that when eating, we stay in our seats facing our food</p> <p>*Know that we use a knife and fork appropriately</p> <p>*Know that we chew with our mouths closed</p> <p>*Know that we say please and thank you</p> <p>*Know that we put our hand up for adult attention</p> <p>*Know that we walk in the dining room.</p> <p>*Know that if we have eaten a school dinner, we collect own rubbish and put in the bin</p> <p>*Know that if we have eaten a packed lunch, we take wrappers home.</p> <p>*Know that we clear away our table space, cutlery, plate, cup and leave tidy.</p> <p>*Know that we ask an adult to leave the dining room</p>
Attendance and Punctuality	Ready to learn	Moving to the line in class	Communal Areas	Presentation in Books
<p>*Know that you must try to attend school every day.</p> <p>*Know that you must try to arrive at school on time every day.</p> <p>*Know that attending school on time every day is important so that you don't miss important learning</p>	<p>*Know how to follow the stopping strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, with no noise</p> <p>*Know that we have good sitting posture: 'Ensure 6 feet on the floor Tummy Near Table (TNT) Bottoms in the Back of their Chair (BBC)</p> <p>*Know that we keep our workspaces /resources tidy (before/during/after work)</p> <p>*Know to be punctual</p>	<p>*Know that we walk to the line sensibly</p> <p>*Know that we line up in the order displayed in the classroom.</p> <p>*Know that we place chair under the table when leaving seat</p> <p>*Know that we walk in a quiet, calm manner</p>	<p>*Know that we are respectful of the learning environment</p> <p>*Know to take care of displays when lining up</p> <p>*Know to place all litter in a dustbin, do not walk past</p> <p>*Know to walk around school in a quiet, sensible manner</p> <p>*Know that we pick up coats and place back on page / report to the class teacher</p>	<p>*We know how to set out our work in our books</p> <p>*Date - left hand side next to margin in words (except for day number), 6 digit format used in Maths books along with Roman numerals in Upper KS2 to reinforce</p> <p>*Date underlined with ruler and sharpened pencil</p> <p>*Learning objective - stick in straight and under the date</p> <p>*Handwriting expectations to be followed in all subjects - use of pen or sharpened pencil</p> <p>*Maths books - one digit one square question</p> <p>*Sketch books - use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils.</p> <p>*We take pride in all books through the absence of graffiti, large ticks in self-marking, bladed edges of pages etc</p>
Playtime Behaviour		Lining Up	Behaviour outside school	
<p>*Know that you must walk from your classroom to the playground using Fantastic Walking.</p> <p>*Know that you must play safely without hurting anyone.</p> <p>*Know that we do not 'play fight' because we may hurt someone by accident.</p> <p>*Know that you must be kind, by including people in your games and sharing equipment.</p> <p>*Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</p>	<p>*Know how to be ready for the lesson e.g., had a drink, toilet break etc.</p> <p>*Know that we walk to the line sensibly</p> <p>*Know that we line up in the order displayed in the classroom</p> <p>*Know that we place the chair under the table when leaving seat</p> <p>*Know that we walk in a quiet, calm manner around the classroom.</p> <p>*Know that we treat equipment appropriately and with respect</p>	<p>*Know that we place our arms by our side</p> <p>*Know that we face forward</p> <p>*Know that we stand with straight backs / good posture</p> <p>*Know that we line up in silent</p> <p>*Know that we walk in single file</p> <p>*Know that, when called, you must line up in your lining up order quickly</p>	<p>*Know that when we are wearing school uniform we are representing the school community.</p> <p>*Know that we should be considerate of other people arriving and leaving school.</p> <p>*Know that being considerate means thinking about other people's needs, wishes and feelings.</p> <p>*Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.</p> <p>*We know how to stay safe online and use technology sensibly and safely.</p> <p>*We know who to go to for help and support</p>	

Behaviour Curriculum for Adults

Behaviour Curriculum

All adults in school will model expected behaviours by

Respectful Manners	Uniform	Assembly	Moving around school	Dining Room
<p>*Know that you should always say 'please' when you are asking for something.</p> <p>*Know that you should always say 'thank you' when you receive something or someone does something nice for you.</p> <p>*Know that you should say 'Good morning/afternoon' if spoken to.</p> <p>*Know that it is polite to give eye contact to the person you are talking to.</p> <p>*Know that if you respect someone, you have a good opinion of their character or ideas.</p> <p>*Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.</p>	<p>*Ensure uniform is correct at all times</p> <p>*Provide 'spare' correct uniform as appropriate</p> <p>*Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform.</p> <p>*Be understanding and fair yet uphold the standards expected</p> <p>*Check uniform, regularly, in line with the routines part of this document</p> <p>*Present themselves in appropriate dress, in line with staff policy</p>	<p>*Verbally remind children of expectations and praise children for meeting them.</p> <p>*Organise class into appropriate order in classroom</p> <p>*Ensure uniform is checked</p> <p>*Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils)</p> <p>*Praise/remind children for following expectations of sitting and participation</p> <p>*Remind children to gain attention if necessary</p> <p>*Lead children into assembly modelling expectations</p> <p>*Actively engage with assembly</p> <p>*Ensure you instruct your class to stand at the end of assembly and orderly exit from hall and return to class</p> <p>*Praise and reward as appropriate</p>	<p>*Regularly remind class of expectations when moving through school</p> <p>*Line the class up + establish a class order</p> <p>*Check awareness of pupils before and after moving</p> <p>*In instances of unwanted behaviour - stop the class and recap expectations</p> <p>*Be polite and courteous to adults / other children with a greeting and hold/open doors for one another</p> <p>*Take pride in appearance - shirts tucked in etc.</p> <p>*Praise and reward children</p> <p>*Model manners and showing courtesy to others- e.g., holding doors open</p> <p>*Do not set off with a class/group until all expectations are met- including uniform and volume</p>	<p>*Check uniform on entry and exit of dining hall</p> <p>*Support and model to pupils to use knife and fork</p> <p>*Remind pupils of expectations</p> <p>*Monitor the cleaning of plates and cutlery</p> <p>*Check and remind of manner</p> <p>*Check spaces as pupils leave the eating space</p> <p>*Praise and reward the correct behaviour</p>
Attendance and Punctuality	Ready to learn	Moving to the line in class	Communal Areas	Presentation in Books
<p>*Know that you must try to attend school every day.</p> <p>*Know that you must try to arrive at school on time every day.</p> <p>*Know that attending school on time every day is important so that you don't miss important learning</p>	<p>*Stop children using the agreed strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, no noise</p> <p>*Establish, teach and model routines and expectations</p> <p>*Greet children and adults on entry to the room.</p> <p>*Use clear instructional language</p> <p>*Be on time to each lesson</p> <p>*To be consistent in routines/behaviour/expectations</p>	<p>*Use agreed stopping strategies</p> <p>*Ensure children line up in order in line with school decision on how that order is decided</p> <p>*Praise or stop and reinforce expectations as required</p>	<p>*Ensure tidy work spaces including their computer desk (no adults have desks in classroom)</p> <p>*Ensure all space outside their classroom is clutter free</p> <p>*Pick up any rubbish and place in the dustbin, do not walk past it</p> <p>*Ensure all displays are kept in good order</p> <p>*Pick up coats and place back on page / report to the class teacher</p> <p>*Praise/reward/prompts children as required</p>	<p>*Ensure the front cover is neat and presentable- printed label, name, year group or class, subject with capital letters appropriately used</p> <p>*Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin.</p> <p>*Use the appropriate amount of glue to stick in.</p> <p>*Follow the marking and feedback policy giving immediate feedback to children on basic errors, letter reversal, spellings, punctuation</p> <p>*Model the expectations of presentation in their marking - handwriting and no crossing out in pen</p>
Playtime Behaviour		Lining Up	Behaviour outside school	
<p>*Know that you must model walking from your classroom to the playground using Fantastic Walking.</p> <p>*Know that you must encourage children to play safely without hurting anyone.</p> <p>*Know that we do not allow 'play fight' because we may hurt someone by accident.</p> <p>*Know that you must be kind, by including people in your games and sharing equipment.</p> <p>*Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</p>	<p>*Ensure allocated places for pupils - table/cricket</p> <p>*Be organized and well prepared for the lesson</p> <p>*Ensure resources are ready and accessible - pencils that are sharpened, dictionaries available, hand out on tables, books available, other resources required for lesson ready, supportive and challenge activities ready, CIP (communicate in print), water bottles etc.</p> <p>*Ensure workspaces/classroom is tidy, including their own desk</p> <p>*Have the lining up order displayed in the classroom</p> <p>*Use transitional songs /rhymes etc. where appropriate</p>	<p>*Use agreed stopping strategies</p> <p>*Ensure children line up in order in line with school decision on how that order is decided</p> <p>*Praise or stop and reinforce expectations as required</p>	<p>*Know that when we are wearing our school uniform we are representing the school community and must always behave responsibly and respectfully.</p> <p>*Know that we should be considerate of other people arriving and leaving school.</p> <p>*Know that being considerate means thinking about other people's needs, wishes and feelings.</p> <p>*Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.</p> <p>*We know how to stay safe online and use technology sensibly and safely.</p> <p>*We know who to go to for help and support</p>	

Behaviour Curriculum in the EYFS



Adults and children follow all of the aspects set out above and make some adaptations due to the developmental needs and age of our youngest learners. From the moment children enrol and then enter our setting, there is a high expectation of behaviour.

- Practitioners set our clear expectations of behaviour to all stakeholders.
- Practitioners are role-models of good behaviour. They develop strong relationships with all children to address and improve behaviour.
- Practitioners know that PSED is a prime area of learning and underpins everything that is done and undertaken within our setting.
- Practitioners plan daily learning activities which address the behaviour learning outcomes identified above and within the EYFS Statutory Curriculum.
- Practitioners work with parents and other professionals such as health visitors and SEND specialists where necessary to support children's behaviour.

We know that our behaviour curriculum works because children remember more of the school rules, routines and expectations. This can be during a few moments, a session or over a longer period of time.

Self-regulation is a key area of the EYFS statutory curriculum. All practitioners know that self-regulation enables children to focus their thinking, monitor and adapt what they are doing, regulate and cope with strong feelings, be patient about what they want and bounce back when encountering difficulties.

The ELO states that at the end of their time in the EYFS children at the expected standard – Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Making Relationships, Managing Self, Self-regulation

<p>MR An EYFS Citizen will know, remember or do . . .</p> <p>M Be able to leave their caregiver. Play with others sharing and saying their ideas. Take turns and share with adult support. Through their play, they show their interests in other children. Begin to ask for help through actions or words. To know the names of adults and other children within the class. R To express their needs and wants to other children appropriately using words and actions. Name a friend and enjoy playing with them. To take turns and share resources with other children. To ask adults for help.</p>	<p>MS An EYFS Citizen will know, remember or do . . .</p> <p>M To use the toilet with increasing independence. Recognise when they need the toilet. Use the toilet/ sinks appropriately. Put their coat on and attempt to do their zip up. Can use a spoon, knife and fork, sometimes needing help. Able to make a choice between two activities and play with this for a few minutes. Can request help by showing or using simple words/ sentences. R Use the toilet independently, usually being dry throughout the day. Put their coat on, doing up the zip and other clothing – aprons, PE shirts. Use eating equipment, often without spilling and keeping themselves clean. Sustain their interest in an activity of their own choosing for longer periods, sometimes showing a high level of engagement. Can communicate their needs and wants, asking for help from others.</p>	<p>SR An EYFS Citizen will know, remember or do . . .</p> <p>M To identify three basic emotions, happy and not happy (sad), angry, angry. To begin to identify these in others' characters. Can sit quietly at appropriate times. To follow simple adult requests, with modelling. To follow simple rules which are repeated daily. Begins to take turns and share resources with adult help. R To join in with the routine of the day with a simple verbal request or action. To identify more complex emotions such as shock, excitement. To follow an adult request, sometimes with more than one part and understands the reason for this request. Can state some of the school rules, adhere to these and begin to explain why these rules are in place. To play with another child sharing and taking turns with resources with increasing independence.</p>
<p>An EYFS Citizen will say . . .</p> <p>Mummy, daddy, nanny, Miss Rees, play, my turn, you, other children's names</p> <p>Your turn, share, Can I . . . ? It's my turn, friend, help</p>	<p>An EYFS Citizen will say . . .</p> <p>Toilet, wee, poo, zip, up, down, knife, fork, spoon, cut, safe, not safe, hurt, play, do this</p> <p>On my own, apron, on, coat, top, trousers, clean, choose, I want, I need, help</p>	<p>An EYFS Citizen will say . . .</p> <p>Happy, not happy, sad, listen, angry, rule, safe, good sitting</p> <p>Angry, hungry, shocked, excited, feeling, safe, my turn, your turn, share, because, together, next, after</p>

In addition to those set out above, for the whole school, all adults in the EYFS will teach and support expected behaviours by

Strong Routines	School Rules and Rewards	Key Texts	PSED planned provision	Environment
<ul style="list-style-type: none"> • Greeting and goodbyes • Ready to learn • Good listening behaviour • Snack-time; waiting, patience, taking turns, talking, using 'riskier' equipment such as cups, cups/ knives, support self-care by wiping mouths etc. • Toilet routines; regular reminders; timers, sequencing pictures 	<ul style="list-style-type: none"> • Behaviour management system recognising positive behaviour every day. • Verbal praise used regularly. • Positive reframing; noticing amazing behaviour. • Children given responsibilities. • Be safe like Florence Nightingale • Be brave like Emmanuel Ofose • Be proud like King Charles • Be successful like Mo Farrah • Be respectful like Jane Goodall 	<ul style="list-style-type: none"> • All texts in the Reading Spine have clear PSED links such as Not Now Bernard; the impact of not listening to others etc. • Emotions books displayed: The Colour Monster, The Bad Seed, Emotions, Ruby's Worry, Ravi's Roar. • Morals in simple Fables: The Gingerbread Man, Three Little Pigs, Three Billy Goats Gruff, Goldilocks and the Three Bears, The Pied Piper of Hamelin 	<ul style="list-style-type: none"> • Risk-taking play <ul style="list-style-type: none"> - Safe tool use in the Woodwork Area/ junk modelling, clay and malleable play - Physical opportunities at forest school; climbing trees, obstacles - Physical opportunities in the outdoor area - Handling creatures and animals • Journey through board games planned. • All activities which encourage collaboration. 	<ul style="list-style-type: none"> • Regulation stations; channelling emotions to focus on a more positive activity/ outcome • Emotions tent; places to be calm or re-focus • Sensory room • Large and small places provided. • Tools • Glass and china resources throughout the setting
<p>Nursery Rhymes Squiggle While You Wiggle Dough Disco</p>	<p>High-quality Interactions</p>			
<ul style="list-style-type: none"> • To join in with words and actions at the correct time. • To enjoy this but be able to manage my feelings of excitement • To ensure I move safely • To manage the effect of movement in relation to my emotions 	<ul style="list-style-type: none"> • Adults playing with children, sharing in their interests and developing positive relationships. Giving attention to good behaviour. • Adults use language of regulation; "Will you be able to cope if I leave some resources on the table?" • "You are really persevering! You are trying a different way to solve the problem now." • "How about . . . Have you tried . . ." • "Thank you for being so patient." • Now and next to support choices, develop perseverance. • Communication/ emotions fans and emotions stones • Co-regulation; adults modelling breathing techniques • Strategies such as timers, distraction, giving choices; making suggestions, modelling, drawing out ways to move forward, offering help, encouraging children to help one another, sensory objects/ fidget toys. 			

Teaching and embedding the behaviour curriculum through carefully selected topics.

Autumn	Spring	Summer
<p>'U is for Unique'</p> <p>U is for Unique; a sense of belonging, sharing their own interests, people who are important to them. Listening about other people's experiences – respecting similarities and differences.</p>	<p>'C is for Community'</p> <p>Understanding their place within the local community, listening to other people's experiences, jobs and way of life. Developing an understanding of the rule of law- visit from Community Support Officers.</p>	<p>'A is for Alive'</p> <p>Philosophy for children - exploring human nature, what it is to be human and alive. Caring for others and living things. Visit from the RSPCA.</p>

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 consistently and sincerely. Our 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.

Examples of rewards used in school:

- Verbal praise and encouragement – lots of “Well done” from everyone
- Head Teacher and Class Teacher stickers
- Winning the ‘Behaviour of the Week’ trophy and bear for a whole class reward
- Golden Time
- Good to be green points
- Celebration Assembly nominations – photo on the newsletter
- PE awards
- Attendance Incentives / Schoolopoly / 100% raffle / Attendance Bears for KS1 and KS2
- House points
- Postcards being sent home
- Raffle tickets, lunchtime awards, line of the week, VIP table at lunchtimes

Behaviour Support Systems

To ensure that all children are following our values, all staff in school follow these behaviour support systems:

Reception and Year 1

In Reception and Year 1, we 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 or missing part of break or lunchtime. Your child’s class teacher may also inform you. The consequence will be chosen appropriately. 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 parents/carers 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 may be given a Report Card to support them with making improvements to their behaviour. The behaviour mentor for KS1 would then work closely with this child.

Year 2,3,4,5,6

In Year 2 and KS2 the children will follow the behaviour system: ‘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:

Each colour represents a number of points that all children can earn each day – to spend in the shop in Mrs Tomlinson’s office when they have saved sufficiently!

Gold - Awarded for excellent behaviour or work.

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

Yellow card 1 – Warning and time to ‘stop and think’.

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

Red card – Parents/carers will be informed. The child will be supported to improve their behaviour and close monitoring will be put in place.

Out of this world behaviour!

If any child in school shows **outstanding** behaviour or **consistently 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. The child will receive additional points and a special reward too!

Challenging Behaviour

We approach challenging behaviour proactively. We assess why children behave the way they do (what are the triggers or antecedents to challenging behaviour) then plan support programmes to avoid such triggers or introduce techniques to avoid such triggers and respond to their need to self-regulate. Such support may come from our Nurture offer or pastoral support.

A distinction is drawn between minor incidents and those of a more serious nature. Fighting, stealing, bullying or persistent disruptive behaviour result in a child being removed from class and sent to the Head or Assistant headteachers. An ‘emergency card’ system is used by teachers across school to call for assistance in classes should the need arise. Adults are not to leave the room to access support, a child can be sent to the offices.

Such behaviour will be logged on our online school safeguarding system – CPOMS. Parents will be contacted, and their support requested if behaviour is a frequent support. Outside agencies may be involved, with the aim of analysing the behaviour, the reason, and the subsequent implementation of the Individual Support Plan.

Challenging and anti-social behaviour is dealt with promptly and support is given to the victim. Our sanctions encourage children to reflect on their actions, gives them the chance to redeem themselves and encourages children to take responsibility for their actions and the impact they have on those around them. Our policy is to encourage integration with others e.g., with the goal of perpetrator and victim relating positively towards each other.

All staff (teachers, teaching assistants, lunchtime supervisors, admin, cleaners, cooks, and caretaking staff) are actively involved in praising positives and supporting behaviour improvement. Although we understand everyone has bad days at times, there needs to be consequences if children do not follow or demonstrate our School Values.

Some of the ways we manage inappropriate behaviour (in-school, on the community or online) are:

- Immediately and privately (in a non-confrontational manner).
- Using the behaviour systems previously mentioned, yellow and red cards for KS2 and the rain and thunder cloud for KS1.
- Incidences will be recorded on CPOMS (monitored by the Senior Leadership Team) and with our safeguarding team (CPOMS) if appropriate.
- If a child demonstrates consistently poor behaviour, then their parents/carers will be invited into school to discuss strategies for improvement. The child will be introduced to a Report Card which will monitor their behaviour during all lessons and at playtimes and lunchtimes. If, after a week on the report card, behaviour has not improved, a written warning will be issued. As many as three written warnings can be given before a more serious sanction will be put in place (internal isolation for a

morning / afternoon). Report cards will be monitored by class teachers, behaviour mentors (SLT) and parents/carers to ensure full communication at all stages of the process. We anticipate that this system will only be needed in the rarest of circumstances. It will be subject to a weekly review with the child, their parents/carers, class teacher and a member of SLT to ensure complete transparency and understanding.

- There is a policy in place for using the 'Calming Room' and this may be used as a last resort for children who are presenting as a danger to themselves or others.
- In **extreme** cases, poor behaviour may lead to an internal, fixed-term or permanent exclusion - but this is, of course, a last resort and will always be avoided where possible.

Sanctions

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 times this will need to be followed by a scripted conversation, where appropriate:

What's the matter?

"I can see you've had a problem with..."

"I've noticed that you..."

Explain why:

"You know our expectations of..."

Remind of previous good behaviour:

"Do you remember...?"

Explain the outcome:

"I will need you to...because I've reminded you X times and I know that you can..."

Tell them you understand:

"It's alright to think that."

Remind of previous good behaviour and leave.

Examples of sanctions can include:

- verbal reminders, with reference to the School Values
- time out - sent to different classroom to work
- loss of break time / privileges – Morning break / Lunch play time / Golden Time / Clubs / Monitor jobs / Trips / Visitors
- informing the child's parents/carers
- meeting/discussion with a senior member of staff
- involvement of the Pastoral teacher, Learning Support Advisory Teacher or Behaviour Support Team as appropriate
- Report Card
- internal exclusion with Headteacher, Assistant Headteachers or Pastoral team
- Contact with the exclusion hotline
- exclusion (fixed term or permanent). Exclusion may be the first response to extremely challenging behaviour. Note: Governing Body are involved in exclusions.
- *Children in KS2 (Y3-5) can be kept behind at the end of the school day (Maximum 10mins). We feel this can be effective in certain circumstances as it gives children the opportunity to start a fresh the following day.*
- In year 6, with parental support, there is a 30 minute after-school detention (as linked to local secondary school's behaviour policies)

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:

- Adults greet families and children on doors and gates each morning.
- Delivering high quality learning experiences for your children and meeting their educational needs.
- Regular, constructive feedback 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 behaviour choices to receive unwarranted attention.
- Ensuring a secure, happy and stimulating learning environment.
- Offering depth and breadth to our curriculum offer and ensuring 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.
- Having a support system in place – behaviour mentors / report cards

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 affected; show they can keep to school rules; or make other suitable reparation.

If persistent negative behaviour continues and concerns are repeatedly logged, parents/carers are asked to meet with their child's teacher and Behaviour Mentor for that year group. Children will be supported by Behaviour Mentors using the Report Card/Written Warning systems in such instances.

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

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. Categories include:

- disrupting other children's learning
- violent or aggressive behaviour or hurting others (adults or children)
- deliberate offensive or abusive language
- deliberate rudeness and disrespect or defiance
- name-calling
- vandalism
- disregard for class, school expectations and procedures
- theft
- bullying of any nature – online or offline
- sexual harassment
- drug-related behaviour
- carrying anything which may be considered a weapon
- refusing to carry out instructions
- spitting or coughing at people deliberately
- Racism, homophobia, or sexism including name calling and any type of harassment.
- Online behaviour
- Poor behaviour in the community – fighting, vandalism, terrorising people, gang-related activity

All staff should be aware that safeguarding issues can manifest themselves via child-on-child 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 know as youth produced sexual imagery)
- Initiation /hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures regarding child-on-child abuse. **Please see child-on-child abuse policy 2023.**

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 the Head teacher will be actioned and dependent upon the nature/level of the incident, parents/carers will be contacted to discuss this with the child's teacher and a member of SLT in the first instance.

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/carers 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.

Suspensions

If any child deliberately and persistently breaches the school's expected codes of behaviour, a suspension will be implemented. During the period of any suspension, 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 suspension notices. If any child is excluded for 15 days or longer in a term, the Pupil Discipline Committee of the Governing Body will meet to discuss the reasons for suspension, and the school must provide detailed evidence for applying the suspension notice. Parents/carers are invited to attend this formal meeting and are issued with a copy of the minutes. 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 will 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/carers of an excluded child have the Right of Appeal and must follow all the Local Authority protocols and present their case to the Appeals Committee of the school's Governing Body.

Searching and confiscation

The Headteacher and the Senior Leadership Team 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.

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 on CPOMS. There are several staff who have been trained in physical intervention techniques.

Lunchtimes

At lunchtimes, children are expected to follow all the school expectations 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 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 are expected to be available at lunchtimes to support the behaviour inside (corridors, hall) and outside (playground).

Leaving the classroom or school grounds without permission

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. Staff will not run after the child but must alert the Headteacher or a member of the Senior Leadership Team 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/carers 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 are aware of these procedures. We ensure that registers are always up to date and that each child’s attendance is accurately recorded. 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.

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 will be reported to the police by the end of the school day if not located and we have been unable to inform their parents/carers. If we are not sure if a child should be reported to the police as missing, we will contact the Police for advice.

For children not arriving at school at the beginning of the school day, we follow Non School Attendance procedures; including specific processes in place for children who fall into the high risk/vulnerable category.

If a child is identified as missing during the school day, we will 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 when they were last seen.	
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 them being missing.	

Date checklist completed..... (copy to appropriate file)

Equal Opportunities

At Sir Alexander Fleming Primary School and Nursery, we plan to provide for all pupils to achieve and be regarded as being of equal worth and importance irrespective of: gender, sexual orientation, learning abilities, gifted and talented pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds including those who are Pupil Premium, Looked After Children and those who are subject to safeguarding, pupils from vulnerable groups and pupils from different ethnic groups and those from diverse linguistic backgrounds. We recognise differences, meet individual needs and take positive action, so that everyone has equal access to the educational opportunities offered. We monitor regularly so that each child has the opportunity to achieve.

All staff and Governors are aware of the Equality Act and Disability Discrimination Act and are aware of their responsibilities in respect to this. There is a bullying and a Racist Incident Book kept in the Headteacher's office used to support children's understanding of the serious nature of both offences. Incidents are recorded on incident logs and racist incidents are reported on IRIS.

Homophobic and Transphobic bullying

School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the RSHE and PSHE curriculums about different types of families and are encouraged to be accepting of all. All staff and parents are aware that homophobic and transphobic bullying are reportable offences. In the event of any such bullying, school would record the incident in the bullying incident log and inform all parents involved.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school by parents, members of the

community or the local policing team. The governing body must be satisfied that the measures proposed by the Headteacher are lawful.

Any poor behaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- 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
- poses a threat to another pupil or member of the public
- 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/carers of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the behaviour will follow those issued by the school for 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 for 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.

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.
- Individual Risk Assessment
- Early Help Meetings
- External Behaviour Support and Consultancy
- Adult support / CAMHS / BSAT
- Referral to the Fair Access Panel
- Modified timetable
- Managed move
- Pupil Referral Unit
- Consideration of application for an Education Health Care Plan
- A school-based plan may be structured to support the child. The child's parents/carers 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, will be arranged by Behaviour Mentors, the Headteacher and/or the Inclusion Team to consider the best ways forward.

Parents/carers 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.

Outcomes and Impact

Sir Alexander Fleming Primary School and Nursery is committed to ensuring that children and staff are happy and that they enjoy coming to school. This policy will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and code of conduct. We are committed to meeting the needs of each individual.