



**Firle Church of England Primary School  
Inspiring Learning for Life  
Behaviour Policy 2022-2024**

**1 Our aim**

We aim to create a safe, calm, inclusive and caring environment in which everyone can work, play and build relationships, to enable all to achieve their potential.

**2 Our ethos**

We will create a positive ethos by:

- Ensuring that everybody is valued as an individual within a positive and safe learning environment, which provides equal access and opportunities for all.
- Promoting respect in an atmosphere of trust and openness.
- Working together with staff, children, parent/carers and governors working together to support each other positively. Understanding other people's opinions, views and behaviours is essential and these are developed, learned and taught through a Thrive therapeutic approach, supported by both the PACE and VRF models (appendix 1 - PACE, appendix 2- VRFs)
- Encouraging everyone to take pride in their school, their class, their work and relationships.

**3 Statement of principles agreed by the school's governing body**

At Firle Church of England Primary School we fully support the aim and ethos agreed in consultation with governors, staff and children. We believe in creating and maintaining a happy and secure environment with a positive learning atmosphere for everyone.

We aim to provide consistency through a whole school framework of guidelines, procedures and high expectations. This is to be achieved through a positive approach to behaviour management based on the use of Firle Church of England's Schools' Values, Rights and Responsibilities, Reward Systems and the Life Skills (PSHE) Curriculum.

The staff work in partnership with parents to promote positive behaviour and we support the development of this policy to include all parents.

**4 Roles and responsibilities**

We embrace a whole school approach to behaviour management at Firle CE School. We do our best to deal with pupils in a positive way and try to be fair and consistent in our approach to dealing with individual incidents. All members of staff in the school have a responsibility towards supporting the school Behaviour Policy by using positive reinforcement to promote good behaviour for learning. This includes Teaching Assistants, Lunchtime Assistants, Governors and Parents/Carers. All staff will have positive interactions with children all around the school.



#### **4a Governing Body**

The governing body is responsible for agreeing the statement of general principles contained in the behaviour policy. It also has a general duty to ensure the school follows policies to promote good behaviour and discipline. The Safeguarding governor reviews behaviour incidents, exclusions and bullying.

#### **4b Executive Head teacher and Head of School**

The Executive Head teacher and Head of School have a day-to-day responsibility for behaviour. They review the policy with staff on a yearly basis to ensure consistency in practice.

#### **4c Staff**

All members of staff are involved in the implementation of the policy. They ensure they implement the behaviour policy and comply with all agreed procedures. They maintain class records and liaise with members of SLT, SENCO, TA's and parents/carers, as appropriate.

#### **4d Parents/carers**

We will work in partnership with parents/carers and expect all parents/carers to support the school's policy and co-operate by responding to letters and telephone calls and requests for meetings. We expect them to support sanctions and work with the school to maintain high standards of behaviour. The policy is updated yearly on the school website.

### **5 Rights, Responsibilities and Rules**

At Firle Church of England Primary School we aim to promote individual and collective responsibility for positive behaviour. Our School Values reflect our expectations for behaviour across the school and link to our rainbow system in each class.

#### **5a Firle School Values**

Our school values nurture what we want the children to achieve in their time at Firle. They play a considerable part in their attitude to learning.

Kindness  
Aspiration  
Perseverance  
Forgiveness  
Respect  
Working Together

**These values are displayed in classrooms, corridors and all learning areas around the school.**

#### **5c Life Skills (PSHE)**

Planned and regular class activities, in line with the PSHE curriculum guidance will provide the opportunity to develop children's thinking in terms of positive attitudes towards themselves, relationships, good behaviour and citizenship. We also use planned assembly themes to model our Firle School values and Christian values.

All children are taught to follow the 5 rules of good listening:

- Eyes looking
- Ears listening



- Lips together
- Bottoms on floor/ chair/ bench
- Hands in lap

### **5e School Council**

The School Council are represented by 2 members of each class for Years 1-6. They meet fortnightly and provide a voice for pupils in the running of the school, giving suggestions and ideas for improvements at Firle Church of England School. School Councillors will be expected to act as positive role models around the school and ambassadors for the school.

## **6 Rewards**

At Firle Church of England Primary School, we believe in creating a positive learning culture through praise and encouragement. We also want to model and reinforce the behaviours we are looking for e.g. if children consistently follow the Firle Church of England Primary School Values they will be rewarded. All rewards and sanctions should be consistently and fairly applied. Children are encouraged to go to the Executive Head teacher or Head of Schools with good work or behaviour related comment.

### **6a House Points**

These are awarded for following all aspects of the Firle Church of England Primary School values (in and around the school). House points are counted every week and the house with most points is awarded the cup in worship. Each week, the winning house is recorded on their house shield and the winning house at the end of each term is allowed to wear home clothes on a designated day. A maximum of 3 house points is awarded at any one time and this is for exceptional behaviour/ effort.

### **6b Verbal praise and commendations.**

There are commendations of good work, effort, achievement and thoughtfulness linked to the School Values. These may take the form of written praise, stickers or a Headteacher's award.

## **7 Additional Rewards**

### **7a Golden Time**

Every child has the opportunity to be rewarded for achieving the School Values. Once a week every child has 30 minutes Golden time, which is an opportunity for children to choose their own activities is a special time for children to play with friends and enjoy being together. Any lost golden time will be paid by sitting out for the length of time lost.

### **7b Celebrations**

During Thursday assemblies, figures for class attendance (published in newsletters) will be shared and celebrated for the class with the highest attendance. In Thursday assemblies the House winner and Birthdays are also celebrated. Class Teachers will also nominate children for the Golden Book.



These are children who have shown good attitude to learning and achieved well or given great effort to a task or behaviour over the week excelling in one of the School Values.

### **7e Attendance and punctuality**

Attendance continues to be a high priority for the school. Attendance meetings and late discussions regularly take place with parent/carers. Formal 'minuted' attendance meetings may take place in line with the school attendance policy.

### **8 Vulnerable Pupils and those with Special Educational Needs**

There may at times be pupils who exhibit behaviour which is consistently challenging as a result of a number of issues. As an inclusive school, we are robust in supporting all pupils whatever their circumstances, and strategies over and above those cited in this document will be developed to do so; these may include behaviour support plan, referral to support agencies and personalisation of the curriculum. If a behaviour support plan or risk reduction plan is produced this will be discussed with parents and reviewed on a regular basis.

Other than in the most exceptional circumstances, the school will avoid permanently excluding pupils with an EHCP of special educational need. The LEA and other professional advice will be sought should any such situations arise.

### **9 Sanctions**

To support our school's aim and ethos, we have consulted and agreed upon appropriate consequences when a child does not show kindness or respect for others from our School Values. The aim is to help children to learn new behaviours and take responsibility for their actions. Every opportunity will be given for the child to recover, make the right choices and regain control of the situation.

In the event of a serious incident e.g. in which someone gets injured or in the case of physical aggression to another pupil, members of staff must report the incident to the Executive Headteacher or Head of Schools and a First Aider. Details will be recorded using My Concern. Depending on the seriousness of the incident a more detailed report may be required.

For accusations of bullying or child on child abuse, these must be reported to the Headteacher to be logged on My Concern. In these instances, the school Anti-Bullying Policy (which is available on our school's website or via the school office) will be followed.

#### **Infants**

- In Cherry Class pupils have an immediate 'time out' from whichever activity they are doing in class
- For dangerous behaviour children are sent to SLT or SLT are called to support
- The rainbow / sun and star system, rewards positive behaviour and attitudes

#### **Years 3 - 6**

- The children receive 2 verbal reminders or warnings, further incidents then result in losing 3 minutes of Golden Time. If more than 9 minutes lost children are sent to SLT



- Each day starts with all children able to make a fresh start on the rainbow. They can move up according to their behaviour during the day

#### **All Pupils**

- If a child refuses to do their work or does very little within their ability, they will be given the opportunity to complete it that day, do it in their Golden Time or take it home to complete
- Incidents of violence, stealing or extreme rudeness etc. will result in being sent to the SLT with a sanction and behaviour recorded on 'My Concern' and parents notified
- The DSL will report the number of behaviour incidents to governors. For particular children it may be necessary to put in place an Behaviour Risk Reduction Plan or a Pastoral Support Plan

#### **Break and Lunchtime Behaviour Management Systems**

1. Incident occurs
2. Teacher/Supervisor intervenes to establish seriousness of incident
3. Minor incident - child apologises - no further action
4. If child does not respond - warning of loss of golden time given and if they continue to not amend behaviour then 'Golden Time' lost
5. If child still does not respond or amend behaviour- send to SLT
6. If a child is being kind, playing nicely etc. they can be awarded house points

**Any bullying, racial abuse or incidents of an aggressive nature should be recorded and reported to the Class teacher and Executive Headteacher or Head of Schools. Injuries are recorded in the First Aid record.**

#### **Repeated Misbehaviour over a Period of Time in a Classroom, Playtime or Lunchtime Setting**

- Parents/carers will be informed and invited in for a meeting with the class teacher to agree targets and agree ways forward
- An Internal Exclusion\* from classroom may be considered and parents will be informed. This will be recorded on My Concern
- An Internal Exclusion\* from the playground may be considered and parents will be informed. This will be recorded on My Concern
- Should behaviour continue to be a problem, support will be requested from the County Education Support Team and any other appropriate external agency.

## **10 Exclusions**

### **Internal Exclusions \***

By Internal Exclusion\*, we mean that children will spend time away from their class and peer group, usually in the Headteacher's office, where they will carry out the work expected of their class.



- This is an opportunity for pupils to reflect on the consequences to themselves and others of their behaviour.
- A pupil will complete work set within their school by themselves. • The pupil will be supervised.
- The pupil will not join pupils for breaks or lunchtime, but will have the opportunity to get fresh air and exercise under supervision at another time.
- An internal exclusion will be the first step in dealing with any behaviour considered extreme, including that of consistent refusal to co-operate.

### External Exclusions

The school's arrangements for exclusion have been decided following extensive discussions with the local authority.

A decision to exclude a child for a fixed period or permanently should be taken only:

- In response to **serious breaches** of a school's behaviour policy
- Once a range of alternative strategies have been tried and failed
- If allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or of others in the school

Only the Executive Headteacher and Head of Schools can exclude a pupil from school. Before reaching a decision the Executive Headteacher or Head of Schools should:

- Consider all the relevant facts and evidence to support the allegations made. If there is doubt that the pupil actually did what is alleged, the Executive Headteacher or Head of Schools should not exclude the pupil
- Allow the pupil to give their version of events
- Check whether an incident appeared to be provoked by racial or sexual harassment
- Informal discussions may take place with Governors, care being taken not to involve anyone who may later take part in the statutory review of their decision, e.g. a member of the Disciplinary Panel

In line with the above, a fixed term exclusion can be given for:

1. Serious assault on a member of staff or another pupil
  2. Serious incidents of bullying
  3. Serious disruption of lessons
  4. Possession of a weapon
  5. Racist incident
- A letter will be sent to parents and a copy given to the class teacher to put in the behaviour file



- Authority official form will be completed
- SEND TA or SLT will offer support. They will have discussions with children emphasising the need for them to accept responsibility for their actions, discuss how they can make reparation and warn of subsequent consequences
- Return to school meetings will be arranged before excluded children can return to school. The child, parent/carer, Executive Headteacher/ Head of Schools are all present at the meeting

## 11 Control and Positive Handling

When children's behaviour becomes unmanageable or dangerous the EHT/H of S must be called for immediately. We strongly advise that staff resist using restraint and endeavour to keep the situation calm. Reasonable force may only be used in **extreme** circumstances and an Authority incident form filled in immediately after reporting the incident. Written eye witness accounts will be collated to verify the incident afterwards.

Staff follow the draft guidance set out in Section 550A of the Education Act (1996) and subsequent guidance for the use of reasonable force to control or positively handle pupils. (See Local Authority Guidance).

Teachers should always attempt to deal with a situation through other strategies before using any positive handling strategies. Staff should also use the strategies outlined in the guidance when dealing with an incident.

This may only be used in the following situations:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline.

## 12 Screening and Searching

Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated a member of the Leadership team should be informed immediately. The property should be given to the Executive Headteacher or Head of Schools who will make contact with parents and invite them into school, to reclaim the item. Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (the Government intends to add to this list). If a search is to be conducted, teachers should refer to Executive Head Teacher for guidance.

The Executive Headteacher and Head of Schools will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'. Parents will always be informed if their child has been searched. In the event of weapons or knives being confiscated these will always be handed over to the police.



### 13 Communication, monitoring and review of the behaviour policy

- Staff will review the policy annually and the Executive Headteacher will take the review to the Governing Body
- The review will also be taken to the parents via parents drop in and to the pupils through the School Council
- We regularly review Golden Rules, rewards and consequences with children/school community
- We involve all staff in reviewing the policy
- Offer training or support around behaviour management to all staff.

Reviewed September 2023

#### Appendix 1

#### **PACE**

##### **Playfulness**

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if you were telling a story, shows your interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light.

It does not mean you do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if you need to deliver a short reminder about behaviour in the classroom.

##### **Acceptance**

Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means you and the child sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others (e.g. "nobody loves me", "I'm stupid", "I'm bad", "you hate me") it is hard not to challenge them as being wrong, but it is really important to accept those feelings and acknowledge them using curiosity and empathy.

Accepting the child or young person's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child's viewpoint, but for true acceptance to take place, it is important that the child also knows you can see them beyond their behaviour. When a child is very challenging, on a daily basis, this can be hard to do. Try to build in times with colleagues in which you can reflect on the child beyond their behaviour as well as expressing your own feelings about the challenges.

##### **Curiosity**



It's important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience. Don't feel afraid to share your curiosity with the child by wondering, not telling them. Try to avoid asking "Why?". Instead you might ask: "Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas." or "What do you think was going on?", "What do you think that was about?" or "I wonder what...?" Try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows your interest in understanding it and accepting the feelings that were involved.

### **Empathy**

When you show empathy you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them and you are trying hard to understand how it feels. Understanding and expressing your own feelings about the child's experience can often be more effective than reassurance. For example, if a child says "You don't care", you can respond by saying "That must be really hard for you. I feel sad that you experience me as not caring"

**Acceptance and empathy are your Emotional A&E. They are at the heart of the child starting to feel safe at school, which reduces conflict, stress and withdrawal.**

### Appendix 2

#### **The Vital Relational Functions (VRFs)**

In all interactions with pupils, staff endeavour to use the VRFs outlined in the Thrive Approach. These are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern). These skills provide a relational basis for a child's emotional, social and neurological development. They are:

- Attunement - demonstrating an understanding of how they are feeling by "catching and matching" their emotional state.
- Validation - demonstrating that their feelings are real and justified.
- Containment - Offering their feelings back to them, named and in small pieces.
- Soothing - Soothing and calming their distress repeatedly.
- Regulation - Communicating the capacity to regulate emotional states by modelling how to do it.

The provision of emotional containment by the adult who is working closely and regularly with the child, is a significant contributing factor to the child's developing capacity to contain and regulate his/her own emotions. The relationship between a child and a significant adult can be an under-recognised and under-used resource so, by using Thrive, this relationship is enhanced. It can help a



child get ready to learn and enhance their learning, build positive relationships between a child and their peers and it can improve attainment.