



POSITIVE BEHAVIOUR POLICY

Date	Review Date	Coordinator
Sept 21	Sept 22	Paul Quarry

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1. Policy Statement

Fitzwilliam Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

This policy was first implemented in December 2011 in light of the 2011, DfE guidance 'Behaviour and Discipline in Schools' and subsequent updates. The policy has been reviewed at least every two years.

We acknowledge the school's legal duties under the Equalities Act 2010, in respect of safeguarding and in respect of pupils with special education needs (SEN).

The next policy review will take place in August 2022.

The policy will be publicised to parents annually via a school newsletter and it can also be found on the school website.

The policy sets out that we should have:

- A strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions;
- Behaviour and discipline contribute to our duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010, to ensure that arrangements are made to safeguard and promote the welfare of pupils;
- It sets out the measure to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; regulate the conduct of pupils;
- Our policy promotes good behaviour among pupils;
- We set out disciplinary sanctions to be adopted if a pupil misbehaves;
- We have an effective anti-bullying strategy (see Anti-bullying policy);
- Though we are not obliged by law to, we implement a home-school agreement with new starters at the school;

We have considered the following points that contribute to improving the quality of pupil behaviour, when writing this policy, procedures and systems:

- 1) A consistent approach to behaviour management
- 2) Strong school leadership
- 3) Classroom management
- 4) Rewards and sanctions
- 5) Positive behaviour strategies and the teaching of good behaviour
- 6) Use of restorative practice
- 6) Staff development and support
- 7) Pupil support systems
- 8) Liaison with parents and other agencies
- 9) Managing pupil transition
- 10) Organisation and facilities

2. Aims of the policy

- To create a **culture** of exceptionally good behaviour: for learning, for the community and for life;
- To create an ethos in school whereby all pupils and staff feel safe and are happy to return each day;
- To ensure that all learners are **treated fairly, shown respect and to promote positive relationships**;
- To help learners take control over their behaviour and be **responsible** for the consequences of it;
- To build a **community** which **values kindness**, care, good humour, good temper, obedience and empathy for others;
- To ensure that **excellent behaviour** is a minimum expectation for all;
- Provide a **consistent approach** to behaviour management;
- **Define** what we consider to be unacceptable behaviour, including bullying and respond promptly, fairly, but firmly, to any examples of unacceptable behaviour
- To **prevent bullying** of any kind;
- Outline **how pupils are expected to behave** and have clearly stated boundaries of acceptable behaviour;
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management;
- Outline our system of **rewards and sanctions**.

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms;
- Positively reinforce behavioural norms;
- Promote self-esteem, self-worth and self-discipline;
- Teach appropriate behaviour through positive interventions.

In writing this policy, we have looked for examples of best practice. Outstanding Behaviour Policies:

- Are simple, clear and coherent;
- Create problem solvers not process followers;
- Encourage professional judgement;
- Define technical building blocks of Behaviour Management;
- Make praise easy;
- Make emotional acceleration difficult;
- Address adult behaviour directly;
- Enshrine consistency;
- Allow positive professional relationships to flourish.

4. A consistent approach to behaviour management

School's behaviour policy has been developed to support all members of our school positively working together. The policy is implemented in a consistent way to ensure that all members of school are treated fairly. Consistency lies in the behaviour of the adults and not simply in the application of procedure. Where pupils feel treated as valued individuals, who are listened to and understood, they respect adults and accept authority. Respect needs to be given first, to be received – all school staff understand this.

Fitzwilliam Primary School acknowledges our legal duties under the Equality Act 2010 and in respect of pupils with SEND. (Please see our Equality Policy and SEND Policy)

School's Behaviour Management strategy is built around our Golden rules which are implemented throughout school and have direct links to our four core values.

Core Values	Golden Rules
<ul style="list-style-type: none"> • Respect • Responsibility • Resilience • Recognition 	<ul style="list-style-type: none"> • We are respectful. • We are responsible. • We are resilient.

As Paul Dix advises (*When the Adults Change, Everything Changes – 2017*), we have reduced our number of Golden Rules from 5 to 3 with the intention of making the rules simpler, easier to remember and easier to follow for all. They have been directly linked to our 4 core values to reinforce their importance in becoming responsible citizens who can make positive contributions to our modern global community. By following the three Golden Rules, children will earn recognition (our fourth core value).

The Golden Rules provide a support structure and guidance which encourage all members of our school to make the appropriate choice about their behaviour.

The Golden Rules are displayed in all areas of school and will be constantly referred to, using shared and consistent dialogue, when promoting positive behaviour and addressing any instance where behaviour is not in line with expectations.

To help ensure consistency across school, we have produced summaries and guidance documents for staff, pupils and parents so that everyone is clear of the expectations and processes when managing behaviour positively. These can be found on the following pages, with more detail in subsequent sections.



Staff Expectations Summary



How will staff behave?

- Be fair and consistent – use the behaviour policy for all pupils;
- Be calm – keep emotions in check and under control;
- Be kind and respectful to all – to be respected, respect needs to be given too, not demanded.

All staff, every day will...

- Positively greet all pupils when they enter school and the classroom;
- Model positive behaviours and build relationships;
- Praise good behaviour that demonstrates, or goes 'above and beyond' the Golden Rules and core values of school;
- Refer to the 3 Golden Rules and core values of respect, responsibility and resilience;
- Positively engage with any pupils who are not following the Golden Rules and demonstrating poor behavioural choices;
- Follow up behaviour incidents reported to them, engaging positively with pupils;
- Always ask children what happened when dealing with behavioural incidents – this includes incidents witnessed by the staff member to determine the initial cause of the behaviour from the pupil;
- Plan, and deliver effectively, lessons that engage, challenge and meet the needs of all pupils;
- Use a visible and consistent method of gaining the attention of all pupils in class (hand up and countdown of 5,4,3,2,1);
- Explain expectations clearly to all pupils;
- Recognise and celebrate pupils whose effort goes 'above and beyond' expectations.

Rewards

Ways we recognise and celebrate conduct that exemplifies our expectations or goes 'above and beyond' these expectations

- Verbal praise
- Rewarding pupils with stars / merits;
- Comments in books;
- Displaying work;
- Star person in KS1;
- Giving pupils leadership roles and responsibilities within school, such as: school councillors, merit team captains and vice captains, subject ambassadors, anti-bullying ambassadors, play leaders;
- Rewarding pupils with PE tokens in PE lessons;
- Stickers and wrist bands;
- Class recognition displays;
- Posting on Twitter and other school social media;
- Positive comments in LTA books;
- 'Line to dine' tokens for use by LTAs and an end of week draw;
- Weekly Golden Assemblies with pupils selected for showing Respect, Responsibility and Resilience receiving certificates;
- Sending letters home when pupils complete allocated numbers of star strips;
- End of term KS2 merit assemblies;
- Whole class Golden Days.

What are the 3 Golden Rules

- Be respectful;
- Be responsible;
- Be resilient.

Senior Leaders, everyday will...

- Take time to meet, greet and welcome learners at the beginning of the day;
- Be a visible presence around the school site, especially at times of mass movement, such as playtimes, lunchtimes and hometimes;
- Review behaviour logs and follow up incidents at the earliest opportunity;
- Regularly review provision for pupils who fall beyond the range of written policies;
- Recognise and celebrate pupils and staff members whose effort goes 'above and beyond' expectations;
- Share good practice;
- Support staff with pupils with more complex behaviours;
- Use data regarding behaviour to develop policy and provision;
- Use research evidence to develop and inform policy and practice.

What support do we provide beyond the classroom?

- A full-time Inclusion manager to:
 - link between home, school and external support to help overcome pastoral barriers to learning;
 - work across playtimes and the school day, leading activities and interventions;
- Termly access to an Educational Psychologist;
- We buy in to Wakefield Exclusions and Behaviour Support Team to provide additional support where necessary;
- Access to Future in Mind and other additional agencies as necessary.

 Steps to manage behaviour of individual pupils 	
Steps	Actions
Redirection	<ul style="list-style-type: none"> • Gentle encouragement, small act of kindness, asking if everything is ok
Verbal warning (Reminder)	<ul style="list-style-type: none"> • A reminder of Respect, Responsibility or Resilience directly linked to the behaviour choices demonstrated;
Yellow Card	<ul style="list-style-type: none"> • De-escalate and decelerate where reasonable and possible; • Take the initiative to keep things at this level; • Remind learner of past times when they have made the right choice and the positive consequence.
Red Card (1 minute lost)	<ul style="list-style-type: none"> • A clear, verbal and visual issuing of the sanction and the lost minute of Golden Time; • Explain clearly to the pupil of the behaviour demonstrated and reason for the sanction; • Ask the pupil how they can earn the minute back and 'put things right' – if the pupil is not sure, staff member to clearly explain how the minute can be earned back and praise positive reaction to sanction; • Clearly explain the consequences if their behaviour does not improve (time out). <p style="text-align: center;"><i>Some pupils may need to be given time before engaging in discussion about how to earn their minute back so adults should wait until the pupil is calm enough to do so as to avoid escalating the situation.</i></p>
Time Out (if behaviour does not improve and warning continue to be issued) (2 minutes lost)	<ul style="list-style-type: none"> • Give the pupil chance to reflect on their behaviour away from others in their class; • Speak to the learner privately (outside the classroom) and give them a final opportunity to engage, offering positive choices for pupil to do so, e.g. <i>Do you choose to follow the rules and return to class or take up to five minutes sat down in the corridor reading area to calm down before returning to class to follow the rules and expectations?</i> • Make it clear to the pupil that if they still do not follow rules and expectations, an internal referral will be needed. • Discuss how minutes can be earned back by demonstrating related positive behaviour.
Internal referral (local) (3 minutes lost)	<ul style="list-style-type: none"> • Class staff member to take pupil to paired class / Key Stage leader for an agreed and limited period of time (10 minutes maximum); • Any learning time lost will be made up at the next playtime, lunchtime or Golden Time; • Make it clear to the pupil that if they still do not follow rules and expectations, on their return to class, another internal referral will be needed to Inclusion Manager or Headteacher. • Discuss how minutes can be earned back by demonstrating related positive behaviour. • Explain and refer to the 5-step behaviour plan and how increased loss of minutes will lead to the relevant next step of the plan. <p style="text-align: center;">All internal referrals must be recorded by the class teacher or teaching assistant on CPOMS and parents informed by the class teacher either in person, via telephone call or e:mail</p>
Internal referral (escalated) (4 minutes lost)	<ul style="list-style-type: none"> • Class staff member to take pupil to Inclusion Manager, Headteacher or Deputy Headteacher for a period of time to be determined by the relevant member of staff; • Any learning time lost will be made up at the next playtime, lunchtime or Golden Time; • Discuss how minutes can be earned back by demonstrating related positive behaviour; • Explain and refer to the 5-step behaviour plan and how increased loss of minutes will lead to the relevant next step of the plan. <p style="text-align: center;">All internal referrals must be recorded by the class teacher or teaching assistant on CPOMS and parents informed by Inclusion Manager or Headteacher either in person, via telephone call or e:mail</p>

IMPORTANT NOTES

- **Golden minutes lost can be earned back at the discretion of the staff member they have been lost with;**
- **Pupils may need support in understanding how they can earn minutes back;**
- **If pupils do not earn all, or all but one of their minutes back, they will be placed on individual minutes;**
- **For pupils on individual minutes, to return to class minutes, they need to have two clear weeks;**
- **For pupils on individual minutes, if they continue to lose minutes, the 5-step behaviour plan explains the steps that will be followed, including:**
 - Letters sent home;
 - Daily behaviour log;
 - Privileges and leadership roles in school being temporarily withdrawn;
 - Meetings between Headteacher, Inclusion Manager, pupils and parents / carers;
 - Fixed-term exclusion.
- **This guidance and the 5-step behaviour plan may not apply to some pupils with individual needs in line with other plans already in place, for example: EHCPs, MSPs, SMTLPs and specific behaviour plans;**
- **Some behaviour incidents may result in pupils being internally referred to another staff member straight away. This includes behaviour such as:**
 - bullying / victimisation of any kind;
 - behaviour that is prejudiced in any way, for example: racist or homophobic;
 - behaviour that is sexual harassment or sexual violence;
 - violent or dangerous conduct affecting the safety of pupils, staff members or members of the public;
 - Deliberate damage to property or resources;
 - Drug / alcohol related incidents.
- **Some behaviours may lead to instant minutes being lost without a verbal warning or red card being issued, for example:**
 - Name calling – 1 instant minutes
 - Physical aggression to another pupil / fighting – 2 instant minutes
 - Refusal to do work – 5 instant minutes plus work to be completed at the next available playtime, lunchtime or Golden Time.
 - Leaving the classroom without permission – 5 instant minutes plus work to be completed at the next available playtime, lunchtime or Golden Time.

	Action	Consequence
Step 1	Pupil does not follow Golden Rules	<ul style="list-style-type: none"> - Verbal Warning; - Yellow Card; - Red Card (minute lost) - Time out (2 minutes lost) - Internal referral (3/4 minutes lost)



	Action	Consequence
Step 2	Lose 2 minutes of Golden Time in a week due to not following Golden Rules (and has not earned back by the end of the week)	<ul style="list-style-type: none"> - Go onto Individual Minutes; - Teacher letter sent home to parents / carers.



	Action	Consequence
Step 3	Continue to lose more than two Individual Minutes in a week due to not following Golden Rules (and has not earned back by the end of the week)	<ul style="list-style-type: none"> - See Mr Quarry; - Letter sent home from Headteacher to parents / carers; - Daily behaviour log with increased contact with parents / carers.



	Action	Consequence
Step 4	Continue to lose more than two Individual Minutes in a week due to not following Golden Rules. (and has not earned back by the end of the week)	<ul style="list-style-type: none"> - Mr Quarry and Mrs Morgan to meet with parents to discuss any additional support that may be necessary; - Privileges withdrawn, e.g. attendance at afterschool clubs, job responsibilities in school, participation in school events.



	Action	Consequence
Step 5	Continue to lose Individual Minutes due to not following Golden Rules	<ul style="list-style-type: none"> - Possible Fixed-Term Exclusion (this will only be used as a last resort) <p>If a fixed term exclusion is issued, the following will take place:</p> <ul style="list-style-type: none"> - An official letter informing parents and carers of the exclusion will be sent home; - The LA will be informed; - A reintegration meeting between Headteacher, Inclusion manager, pupil and parents / carers will be arranged prior to the pupil returning to school; - Discussions will take place regarding support that may be required from other agencies to support with behaviour, with the consent of parents and carers. <p>Please note that depending on the severity of certain behaviour incidents, a pupil may reach Step 5 (Fixed-Term Exclusion) immediately. This decision will not be taken lightly and only used as a last resort.</p>

4a. Positive behaviour strategies and the teaching of good behaviour

At Fitzwilliam Primary school it is recognised that children must be taught what is meant by acceptable behaviour. We do this by:

- Modelling good behaviour (staff and peers);
- Highlighting examples of good behaviour evident during the school day;
- Celebrating and rewarding good behaviour;
- Encouraging and enabling children to make informed choices about their own behaviour;
- Individual support for children who find it difficult to manage their own behaviour;
- A PSHE programme which supports the development of good behaviour through making the appropriate choices.

We use Golden Rules and Golden Time to encourage and promote good behaviour.

The Golden Rules are displayed in every teaching area and are also known by children, parents and staff.

The Golden Rules system works as follows:

1. Each class starts the week with 30 minutes of golden time.
2. Golden minutes will be lost if a child / children break the golden rules.
3. The loss of 1 minute is in 3 stages:- verbal warning, yellow card, red card = 1 minute lost.
4. The loss of a minute may be the result of 3 separate children breaking a golden rule.
5. When a minute is lost, it is marked off on the weekly golden minute chart.
6. The process is started again at the beginning of each lesson / part of the school day.
7. Minutes can be earned back but only at the discretion of the member of staff who took away the original minute.
8. The number of minutes is accumulated during the week and totalled on a Friday. The total is then taken away from the 30 minutes and this is the amount of golden time a class has kept for the week.
9. The class will sit out the total number of minutes lost as a sanction on a Friday afternoon prior to starting golden time. This will be in the hall after Golden Assembly for all pupils.
10. A half-termly running total is kept for each class and the overall class with the most golden time during the half-term will get a golden day.
11. If a child persistently loses minutes of golden time for their class, or if they lose 2 minutes in 1 week, they will be placed on individual minutes.
12. In extreme cases of behaviour, minutes of golden time may be removed without the 3 stage warning. This extreme behaviour includes:
 - Bullying;
 - name calling, including any prejudice name calling;
 - extreme physical aggression such as fighting and vandalism;
 - refusing to do their work;
 - refusing to follow instructions from adults which lead to concerns about the learning of other pupils or the safety of themselves or others;
 - leaving the classroom without permission.
13. It has been decided that when a child lies purposely about their involvement in an incident an additional minute of Golden Time will be lost.

Children should be encouraged constantly to make the correct choice about their behaviour at all stages of the sanctions and receive appropriate support from school staff to help make them improve their choices and 'put right' any mistakes / poor behavioural choices made.

4b. Rewards for acceptable behaviour

Good behaviour is celebrated constantly throughout the school day. This will take various forms both formal and informal.

Staff will always make a point of praising every child for something however small. Class teachers will make sure that each year every child is part of Golden Assembly.

Children who follow the Golden Rules during a school week will receive up to a maximum of 30 minutes Golden Time weekly each Friday.

4c. Sanctions for unacceptable behaviour

Unacceptable behaviour is not tolerated and is dealt with swiftly.

At Fitzwilliam Primary School unacceptable behaviour is recognised as behaviour which:

- prevents children from learning
- prevents a member of staff from teaching
- causes emotional distress to another child or staff member
- causes physical hurt to another child or staff member
- causes physical damage to the school environment
- behaviour which is unsafe

Examples of unacceptable behaviour include:

- Talking out of turn
- Making unnecessary noise
- Physical aggression towards other pupils (e.g. pushing/shoving)
- Getting out of seat without permission
- Calculated idleness or work avoidance
- General rowdiness / disruptive behaviour
- Verbal abuse towards other pupils
- Not being punctual
- Persistently infringing rules
- Cheeky or impertinent remarks
- Physical destructiveness
- Theft
- Refusal
- Swearing
- Telling lies

(We recognise that this list is not exhaustive and additional examples of unacceptable behaviour may be sited)

Unacceptable behaviour will result in the loss of Golden Minutes. If this behaviour continues (2 minutes lost) the child will be placed on individual minutes. If the unacceptable behaviour still prevails the 5 Step Behaviour Plan will be adhered to (Please see the flowchart below).

We recognise the positive impact that restorative practice can have on solving behaviour problems. Restorative approaches focus on dialogue, relationships and dealing with the impact that poor behaviour has on individual pupils. This can involve, in particular, dialogue between a pupil who has behaved poorly and the pupil(s) affected by that poor behaviour (under the supervision of a member of staff) to discuss the effect of the behaviour and how to put things right for the future. One element of such discussions may be the number of minutes that it is appropriate for a pupil to lose, although any sanctions for the relevant behaviour will ultimately be determined by a member of staff. School uses this approach, when appropriate, to support positive behaviour management.

4d. Playground behaviour

At Fitzwilliam Primary School, we recognise that it is important to have effective systems in place for managing and promoting acceptable behaviour on the playground.

Good playground behaviour is promoted by:

1. Playground space is clearly defined and children know where they can and cannot play;
2. A whole school agreement of 'Safe Play' is displayed which gives all children clear guidance on what is a good choice of game to play;
3. Consideration has been given to children who want areas for vigorous physical play: Trim Trail, Tyre Park, Football pitch, Den-building Area;
4. Consideration has been given to children who want areas for quieter forms of play: Reading mats, Writing sheds, benches;
5. The playground has been split into KS1 and KS2;
6. A calming down area has been established in the Inclusion Manager's Room. This area is supervised, when used, by the Inclusion Manager.
7. Resources are provided to enable children to have a wide variety of choice when playing;
8. The playground areas are always supervised by staff at playtimes and lunchtimes;
9. Adults are involved in playing and engaging with the children and are not there in a passive supervisory role;
10. Good behaviour during lunchtime is rewarded by stickers, line to dine tickets, special mentions and stars on rockets.

Unacceptable playground behaviour is dealt with using clear procedures which may result in the loss of Golden Minutes and privileges:

1. Children demonstrating unacceptable behaviour will receive verbal warning, yellow card, red card and lose a minute of golden time. This will be logged in the Lunchtime Assistant's book. This information will be passed to the class teacher and logged on CPOMS.
2. The Headteacher checks the Lunchtime Assistant books at the end of each lunchtime, or the next morning if this is not possible, and will follow up any incidents of unacceptable behaviour.
3. Whilst supervising the playground, staff have the determination to keep trying with even the most difficult behaviours demonstrated by a child but we are aware the child with unacceptable behaviour cannot be allowed to disrupt playtimes for the other children. In these situations, a child will be withdrawn from the playground by the Headteacher, Deputy headteacher, Key Stage Leader or Inclusion Manager. Any child removed from a playground environment will be taken to the work station outside the Headteacher's office. They will be given time to calm down, if required. Upon discussing their behaviour and agreeing sanctions to be implemented, the relevant member of staff will determine when it is appropriate for the child to return to playground. Parents are informed when a child has to be removed from the playground and the incident and action is logged on CPOMS.
4. If any child should abscond from the school premises, they will be given a fixed-term exclusion. The governing body felt that due to health & safety issues this was a fair sanction. However, the Headteacher recognises the importance of relationships with the family if this should happen.

4e. Bullying and Anti-bullying Policy

School recognises that bullying is a completely unacceptable form of behaviour and it will not be tolerated. School has an Anti-Bullying Policy which sets out how bullying is to be dealt with and the procedures school has in place should such an incident occur. (Please see Anti-bullying Policy)

4f. Serious breaches of the Golden Rules / Incidences of violent behaviour

These are incidents which may lead to an internal or fixed term exclusion.

Incidences of serious or repeated, persistent disruption to other children's learning can also be grounds for internal or fixed term exclusion. These can include:

- Repeatedly talking over a classmate or member of staff, ignoring requests to stop;
- Refusing to follow an instruction from a member of staff;
- Seriously interrupting the learning sequence of other children;
- Using equipment or resources in a way that causes harm or damage to self, others or property;
- Being intentionally disrespectful to staff or children;
- Playing in an unsafe way;
- Putting themselves or others at risk of harm;

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may remove the other children from the setting and call upon a member of the Leadership team or Inclusion Manager. We will physically intervene only when absolutely necessary, and in accordance with the appropriate government guidance (Please see our Positive Handling Policy). All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

If a child threatens, hurts or bullies another child, the behaviour is reported immediately to the Headteacher. Such behaviour is investigated fully in order to determine the appropriate level of punishment. Acts of deliberate aggression or repeated acts of aggression or bullying will automatically warrant an internal or external exclusion. This is determined by the Headteacher and Senior Leadership Team depending on the circumstances around the individual and the incident. Exclusions of any kind are always reported to parents and in the case of external exclusions also to governors and the LA. Parents are then required to attend meetings to discuss ways to improve future behaviour of their child (See Anti-bullying policy for further information).

Children in internal exclusion will not be prevented from leaving the room of their own free will, unless in exceptional circumstances (for example serious risk or harm to either the child or others). We will ensure the health and safety of pupils and any requirements in relations to safeguarding and pupil welfare. We ensure children are kept in seclusion no longer than is necessary, and that their time spent there is used as constructively as possible. We allow pupils time to eat or use the toilet.

Where a child causes harm to another child at lunch or playtime, and this behaviour is repeated, the Headteacher may set up alternative provision over this period, for example working with the Inclusion Manager, in order to seek to correct this behaviour through positive supervised play experiences. The Headteacher will not allow a child to play freely with other children until they are reasonably sure that the child is able to do so without harming others. Where parents do not agree to this, Fixed-term exclusions that incorporate lunchtimes will be used to ensure the safety of all children.

5. Roles and Responsibilities

5a. The role of the class teacher and classroom support staff (including classroom management)

The pupil spends more time in the classroom than anywhere else in school. It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. A visual display of Golden Rules and Golden Time should be present.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teachers treat each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child demonstrates unacceptable behaviour, the action taken is in the first instance the class teacher will deal with incidents themselves in the normal manner and this will result in a verbal warning, yellow card, red card and ultimately the loss of golden minutes. However, if misbehaviour continues or the incident is more severe, the class teacher will seek help and advice from a senior leader, Inclusion Manager or Headteacher. Whenever an incident is referred to another member of staff, the member of staff requesting support will record the incident on CPOMS and notify the relevant staff members / member of the SLT. Parents will be informed by class teachers. This is detailed in the plan below.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Staff at Fitzwilliam Primary School are greatly aware that initial low-level disruption, which can lead to unacceptable behaviour within the classroom, is often directly related to pupils not being "on task". Therefore, we strive to offer a curriculum which is appropriate and fully inclusive of all pupils.

In planning the curriculum, teachers ensure that:

1. Content is appropriate, objective driven with clear success criteria and delivered in a way as to engage and motivate learners;
2. The work is set at correct level providing sufficient challenge for all pupils including the higher ability;
3. The work is clearly differentiated and makes use of Assessment for Learning;
4. Pupils work is constructively marked with clear targets for development.

Whilst as a staff we have the determination to keep trying with pupils demonstrating even the most difficult behaviour, we are aware that very disruptive children cannot be allowed to disrupt our classroom organisation when this is having a detrimental effect on the other class members' capacity for learning. In these situations, a child will be withdrawn from the classroom by the Headteacher, Deputy Headteacher or Inclusion Manager. Any child removed from a classroom environment will be taken to an agreed supervised area. They will be given time to calm down, if required, and then they will remain in this area and continue with the work set. After discussing the behaviour and agreeing sanctions to be put in place, the Headteacher, Deputy Headteacher or Inclusion Manager will determine when it is appropriate for the child to return to class, in line with the plan illustrated below.

5b. The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher is the school's Child Protection Designated Officer.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher arranges regular behaviour management training updates, at least once a year for all staff members who work with children.

The Headteacher keeps records of all reported serious incidents of misbehaviour on CPOMS.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, including disruption to learning, acts of poor conduct both in lesson and on the playground, and acts that may damage property and resources. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5c. The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules and expectations in the school Behaviour Policy which is available on the website, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions for a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher followed by, if necessary, the school governors, as per the Multi Academy Trust Complaints Procedure available on the website.

We will inform you if:

- Your child has had an internal referral;
- Your child has made a serious breach of the behaviour policy;
- Your child has needed to stay in at playtime or lunchtime to complete work

5d. The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher will take this into account when making decisions about matters of behaviour.

6. Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary in order to ensure the safety of children and staff and to ensure that children are able to learn without fear or disruption. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from Academy and Child Referral Units (DfES, January 2003). We recognise the legislative changes which take effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher is off-site, a member of the senior leadership team must contact the Headteacher in order to discuss any situation that may result in an exclusion before a decision is taken.

If the Headteacher excludes a child, they inform the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

7. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour alongside the Headteacher and Inclusion Manager to determine whether they have any underlying needs that are not currently being met.

All pupils need to be taught about good behaviour. We recognise that within school children have rights and also responsibilities which must be considered during the implementation of school's Behaviour Policy.

Children	
Rights	Responsibilities
• To be treated with respect	• To behave respectfully to others
• To be kept safe	• To behave in a way which keeps self and others safe
• To learn	• To attend school regularly • To be willing to learn • To allow others to learn
• To make mistakes	• To own mistakes • To allow others to make mistakes
• To be listened to	• To give opinions in a constructive manner • To listen to others
• To be independent	• To act in a trustworthy way.

Pupil support in developing good behaviour is addressed at a number of levels:

1. Whole class support from the class teacher and other classroom staff through the Golden Rules;
2. Group support from the Inclusion Manager through school programmes of intervention and support;
3. Individual support from the Inclusion Manager;
4. Individual external support. This could be from specialist teachers, educational psychologists, medical practitioners and/or others, to identify or support specific needs;

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Organisation and Facilities

Fitzwilliam Primary School is a happy place to be and our approach to behaviour management is positive. We recognise that when a child has barriers to good behaviour they sometimes feel vulnerable and display inappropriate behaviour. School aims to provide facilities which enable all children time and support to manage their behaviour and make the appropriate choices. This includes:

- 1 to 1 support from the Inclusion Manager to discuss problems and develop behaviour management skills;
- Individual behaviour programmes of work which may involve support from external agencies such as CAMHs;
- Calm down time;
- A safe, quiet place to calm down (Children know that the school toilets are not a suitable place to calm down).
- Lunchtime drop-in with the Learning Mentor;
- Worry Boxes for written communication;
- TAS meetings and Early Help support for families who require support.

8. Positive Pupil transition

Fitzwilliam's whole school approach towards behaviour management helps to ensure that pupil transition is smooth and good behaviour throughout school is maintained. Key points which support good behaviour during pupil transition include:

- Golden Rules implemented and displayed throughout school which ensure consistency;
- School's 5-Step Behaviour Plan which ensures clear expectations and guidelines for all pupils;
- Staff and pupil transition meetings in Summer 2 which enable the new class teacher to make pupils aware of their classroom expectations;
- Parent transition meetings in July which communicates Behaviour Policy and expectations;
- Staff transition meetings during the second part of the summer term which highlight possible behaviour intervention;
- Learning Mentor intervention for vulnerable pupils.

9. Positive handling - Power to use reasonable force

'All school staff have the legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.' (Section 93, Education and Inspections Act 2006)

Schools do not require parental consent to use force on a student.

School adheres to the DfE advice **Use of reasonable force – advice for headteachers, staff and governing bodies**.

The term '**reasonable force**' covers the broad range of actions used by teachers that involve a degree of physical contact with pupils.

Force will be used when it is necessary to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'**Reasonable in the circumstances**' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It will be used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Whilst there is no legal requirement for staff to be trained in the use of physical restraint, 5 members of staff at Fitzwilliam are trained in 'Team Teach' techniques. On the majority of occasions, 3 members of staff will lead the implementation of physical restraint. School does recognise that in extreme and infrequent situations other members of staff may have to control or restrain a pupil.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

School can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment

When considering the use of reasonable force school does recognise its legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs.

School will log all incidents involving the use of reasonable force (in the bound log book) and we will inform parents about incidents involving the use of reasonable force (Appendix Use of Reasonable Force Pupil Log).

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- when comforting a distressed pupil;
- when a pupil is being congratulated or praised;
- to demonstrate how to use a musical instrument;
- to demonstrate exercises or techniques during PE lessons or sports coaching;
- to give first aid.

10. Drug and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of one of the designated members of staff.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be issued with a fixed-term exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headteacher.

If the offence is repeated, the child will be permanently excluded. If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

11. Sexual Violence and Sexual Harassment

As Fitzwilliam Primary School was one of the schools named on the 'Everyone's Invited' website, we recognise the even greater need and importance of reviewing the policies and procedures that we have in place. As part of this, we have decided to create a specific Sexual Violence and Sexual Harassment Policy.

The purpose of this policy is to ensure that all the findings of the OFSTED review (June 2021) and suggested actions are fully understood by all stakeholders and there is clarity in the procedures school has in place for tackling sexual violence and sexual harassment more effectively and that these are applied consistently across school.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and **are never acceptable**.

This policy aims to ensure that:

- There is a whole-school approach to address sexual violence and sexual harassment that is transparent, clear and easy to understand for all staff, governors, pupils, parents and carers and that all staff working in school have an attitude of **'it could happen here'**.
- inappropriate behaviour (even if appears to be relatively innocuous) is addressed by staff members to help prevent problematic, abusive and/or violent behaviour in the future and ensure that such behaviour is **not 'normalised'**;
- all pupils feel confident to report any incidents, knowing that:
 - they will not be ostracised by their peers;
 - there will be fair and appropriate action taken, for both victim and perpetrator, that is supportive for both parties but that proportionate disciplinary sanctions will be taken against the perpetrator relative to the incident;
 - they will be believed;
 - they will not be blamed.

- There are clear procedures in place for identifying sexual violence and sexual harassment and responding appropriately to these, ensuring early intervention;
- There is high-quality training provided to ensure that staff (and governors) feel confident in identifying and addressing sexual violence and harassment;
- There is high-quality training in place to ensure that the PSHE and RSHE curriculum (which contributes to the prevention of any sexual violence and sexual harassment) is taught effectively and confidently by staff and, as a result, helps children to understand why sexual violence and sexual harassment is not acceptable;
- There are consistent, clearly understood procedures in place for logging incidents and that there is regular monitoring and analysis of these incidents to identify any patterns and take swift action in relation to these to improve practice further;
- School leaders are proactive in seeking support from Local Safeguarding Partners and other outside agencies to continually develop and improve policy and procedures.

Further information can be found in our Sexual Violence and Sexual Harassment Policy.

12. Confiscation of inappropriate items

Under the **general power to discipline** (Section 94 of the Education and Inspections Act 2006) members of staff are enabled to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search without consent for "prohibited items" (Section 550ZA (3) of the Education Act 1996 are provided, for

- Knives and weapons (these will be handed to the police);
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images (these will be handed to the police);
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

We will refer to "Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies" to support us in application of this aspect of the policy.

Headteachers and staff authorised by the headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has alcohol, illegal drugs and stolen items. The staff authorised to search pupils at Fitzwilliam Primary School: Headteacher: Paul Quarry; Deputy Headteacher: Tim Downes; Key Stage One Manager: Vikki Scott and Inclusion manager: Tracey Morgan.

13. Malicious accusations against school staff

Allegations made against a member of staff will always be taken seriously. School will ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is therefore, essential that all allegations are investigated properly and in line with agreed procedures. Schools procedures in dealing with allegations can be found in our 'Allegations Policy'

We are required under the DFE guidance document "Behaviour and discipline in schools" document, published January 2016 to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. This is a very unlikely occurrence in our school, however if it were found that this had happened, we would:

- Immediately act on stage 4 or 5 of the disciplinary process – i.e. consider this a serious breach of the school behaviour policy;
- Call a formal behaviour meeting for parents to attend;
- The Headteacher would consider the seriousness and nature of the allegation, and consider whether it constituted a fixed-term exclusion.

14. Pupils' conduct outside the school gates

The law states that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act gives headteachers a specific statutory power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable."

School is aware that teachers may discipline a pupil for:

- Any inappropriate 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 our school
- Or inappropriate behaviour 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

In response to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, school will respond in the following way:

1. The child will be spoken to regarding the incident;
2. Any other children involved in the incident will be spoken to;
3. Parents will be contacted regarding the incident;
4. If it is felt that there will be repercussions in school the child(ren) involved will be monitored by school staff;
5. If follow up incidents do occur then the school's 5-Step Behaviour Plan will be adhered to;
6. If the incident witnessed raises child protections concerns, then the school's Child Protection Policy and procedures will be adhered to;
7. If the incident witnessed involves breaking the law then the police will be contacted.

The above procedures also apply to incidents of inappropriate behaviour involving media sites. School has an E-Safeguarding Policy which can also be referred to.

15. Staff development, Support and Training

The development of good behaviour management is essential in order to ensure good behaviour throughout school. It is recognised that staff within school have rights and also responsibilities which must be considered during the implementation of school's Behaviour policy.

Staff	
Rights	Responsibilities
<ul style="list-style-type: none"> • To feel safe in the workplace • To be supported by peers and managers 	<ul style="list-style-type: none"> • To safeguard all children. • To ask for support when needed • To offer support to colleagues and managers
<ul style="list-style-type: none"> • To be listened to • To share opinions 	<ul style="list-style-type: none"> • To listen to others • To give opinions in a constructive manner
<ul style="list-style-type: none"> • To be treated courteously by all others in the school community 	<ul style="list-style-type: none"> • To model courteous behaviour • To recognise and acknowledge positive behaviour in others
<ul style="list-style-type: none"> • To be made fully aware of school's policies, systems and expectations 	<ul style="list-style-type: none"> • To seek information and use lines of communication
<ul style="list-style-type: none"> • To receive appropriate training to increase skills in behaviour management 	<ul style="list-style-type: none"> • To support others developing their skills in promoting positive behaviour and good attendance • To acknowledge areas of own behaviour management skills which could be developed • To try new approaches

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Staff regularly reflect on the approaches to the restorative behaviour policy in place.

Behaviour management will also form part of continuing professional development and CPD is offered in the following ways:.

1. Behaviour Management and the dissemination of the school's Behaviour Policy forms part of all staff's induction procedures (See Induction Policy);
2. ECT's will automatically be registered on the Trust's ECT Induction programme and as part of this will attend Behaviour Management Training;
3. The Behaviour Policy is reviewed annually with all staff during the first INSET day of each new school year;
4. The leadership team emphasise the correlation between a personalised, appropriate and well differentiated curriculum and good behaviour and progress.
5. Lesson observations highlight the behaviour and attitude of pupils towards their learning;
6. Lunchtime assistants have half-termly meetings which focus on developing skills and strategies to promote acceptable behaviour during lunchtimes;
7. The Inclusion Manager is used as an internal system of advice and support for staff;
8. School works positively with a number of outside agencies to seek additional advice in particular circumstances. These agencies include: Educational Psychology Service, Primary Behaviour Support Service, Safer Schools Officer, Education Welfare Officer;
9. There is a culture throughout school that staff will ask for support if they require help with a behaviour management issue. The Headteacher is proactive in seeking external support and advice when required in particular circumstances.

16. Monitoring arrangements

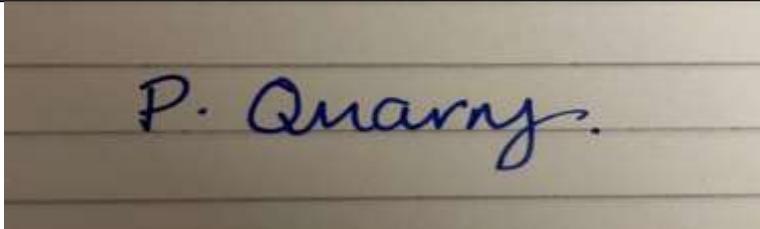
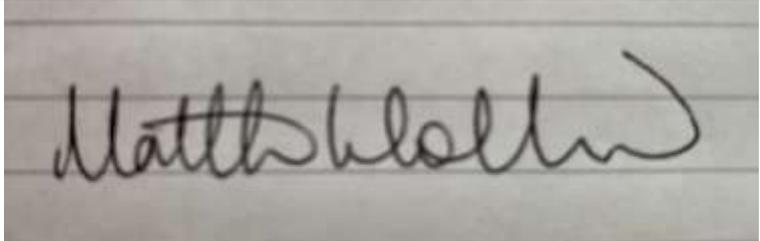
The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents as well as incidents leading to internal referrals on CPOMS. The Headteacher, senior leaders and Inclusion Manager record those incidents in which a child is sent to him/her on account of bad behaviour and any related actions on CPOMS. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the class incidents book or on CPOMS.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Headteacher: Paul Quarry		Date:	6.9.21
Chair of Governing Body: Matthew Holland		Date:	6.9.21

APPENDIX 1:

Formal behaviour meeting – this is put in place in the following circumstances:

On the first instance in a half term of an internal referral, parents will be informed by the Headteacher, key stage leader or Inclusion Manager, stating the reason for the internal referral. They will be informed that if this happens again, a formal behaviour meeting will be held. On the second instance in a half term of an internal referral, a formal behaviour meeting will be held.

Where there are significant concerns about a pupil’s ability to conform to our high standards, evidenced by a serious breach of behaviour or by repeated lower level incidences, a meeting with the teacher, pupil, Inclusion Manager and Headteacher or Key Stage Leader will be put in place. Targets will be agreed and monitored over the course of two weeks.

FITZWILLIAM PRIMARY SCHOOL			
FORMAL BEHAVIOUR MEETING			
Name of child:		Class:	Date:
Meeting attended by:	School:	Family:	
Reason for meeting being held:	Two internal referrals in a half-term		
	Serious breach of behaviour policy		
Issue (s) causing concern including when and where this happens and any triggers:			
Issues:			
When:			
Where:			
Triggers:			
What would improvements in behaviour look like (referring to Respect, Responsibility, Resilience)?			
Improving respect:			
Improving responsibility:			
Improving resilience:			
What support will the school provide?			
Class teacher and support staff:			
Inclusion Manager:			
Headteacher:			
What support will parents / carers provide?			
Parents / carers:			
Signatures			
Pupil:		Date:	
Parents / Carers:		Date:	
School Staff:		Date:	
REVIEW			
Agreed Review Date: (no more than two weeks from meeting)			
What improvements have been evidenced (referring to targets set and agreed above)			

APPENDIX 2 – “Key principles for headteacher to help improve school behaviour” (based on Charlie Taylor – Government Expert Advisor on behaviour in schools)

This checklist will be audited each term, by the Headteacher and Deputy Headteacher. An action plan will be put in place and shared with the Governing Body on a termly basis.

KEY PRINCIPLES FOR HEADTEACHERS TO HELP IMPROVE SCHOOL BEHAVIOUR		
Checklist completed by:		Date:
Statement	Evidence indicates	Action to be taken, when and by whom
Policy		
Ensure absolute clarity about the expected standard of pupils' behaviour.		
Ensure that behaviour policy is clearly understood by all staff, parents and pupils.		
Display school rules clearly in classes and around the building. Staff and pupils should know what they are		
Display the tariff of sanctions and reward in each class.		
Have a system in place for ensuring that children never miss out on sanctions or rewards.		
Leadership		
Model the behaviour you want to see from your staff.		
Building		
Visit the lunch hall and playground, and be around at the beginning and end of the school day.		
Ensure that the Senior Leadership Team members are a visible presence around the school.		
Check that pupils come in from the playground and move around the school in an orderly manner.		
Check up on behaviour outside of school.		
Check the building is clean and well-maintained.		
Staff		
Know the names of all staff.		
Praise the good performance of staff.		
Take action to deal with poor teaching or staff who fail to follow the behaviour policy.		
Children		
Praise good behaviour		
Celebrate successes		
Teaching		
Monitor the amount of praise, rewards and punishments given by individual staff.		
Ensure that staff praise good behaviour and work.		
Ensure that staff understand special needs of pupils.		
Individual Pupils		
Have clear plans for pupils likely to misbehave and ensure staff are aware of them.		
Put in place suitable support for pupils with behavioural difficulties.		
Parents		

Build positive relationships with the parents of pupils with behaviour difficulties.		
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BEHAVIOUR CHECKLIST FOR TEACHERS		
Classroom		
Know the names and roles of any adults in class.		
Meet and greet pupils when they come into the classroom.		
Display rules in the class – and ensure that the pupils and staff know what they are.		
Display the tariff of sanctions in class.		
Have a system in place to follow through with all sanctions.		
Display the tariff of rewards in class.		
Have a system in place to follow through with all rewards.		
Have a visual timetable on the wall.		
Follow the school behaviour policy.		
Pupils		
Know the names of children.		
Have a plan for children who are likely to misbehave.		
Ensure other adults in the class know the plan.		
Understand pupils' special needs.		
Teaching		
Ensure that all resources are prepared in advance.		
Praise the behaviour you want to see more of.		
Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).		
Differentiate.		
Stay calm.		
Have clear routines for transitions and for stopping the class.		
Teach children the class routines.		
Parents		
Give feedback to parents about their child's behaviour –good days as well as the bad ones.		

APPENDIX 3 – Individual Pupil Behaviour Support Assessment and Plan

Where a pupil has significant behaviour needs, which may be directly linked to a special education need or disability, a behaviour assessment may be conducted and a more supportive formal plan put in place for the child

FITZWILLIAM PRIMARY SCHOOL PUPIL BEHAVIOUR ASSESSMENT AND SUPPORT PLAN			
PUPIL INFORMATION			
Pupil Name :		Date of Birth:	
Date of plan:		Year Group:	
SEND information:			
Medical information:			
SCHOOL STAFF INVOLVED IN ASSESSMENT OF BEHAVIOUR AND CREATION OF THE PLAN			
Headteacher:		Inclusion Manager:	
Class teacher:		Support Staff:	
OTHER AGENCY INVOLVEMENT / CONTRIBUTIONS			
Name:		Agency / Organisation:	
Name:		Agency / Organisation:	
Name:		Agency / Organisation:	
1. Behaviour(s) causing concern at this time			
<i>It is important to acknowledge how difficult the situation may feel at this time. This initial section aims to identify all the current concerns. However, there is a need to identify which behaviour will be prioritised for any subsequent intervention. Ranking the behaviours will help staff to identify the prioritised behaviour.</i>			
Behaviour		Rank these in order of concern	
•			
•			
•			
•			
•			
•			
•			
<i>Identify just ONE behaviour that you wish to support to change. This will be the prioritised behaviour. The prioritised behaviour is:</i>			

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2. Specific description of the prioritised behaviour
This section aims to support staff to collate detailed and objective information about the prioritised behaviour. It may require the collection of additional information over time.

2a. Contextual information: What does it look like?

Describe the behaviour causing concern in terms of what the child does. Be as specific as possible.	-
Give specific examples	•
When did the behaviour first become a concern?	•
Frequency (How often does it happen?)	•
Duration (How long does it typically last?)	•

2b. Contextual information: When does it happen?

When is the behaviour most likely to occur? - where? - during which activities? - at what time of day? - any specific part of the week?	•
Under what circumstances is the behaviour <u>least</u> likely to occur?	•

<p>Triggers: Are you able to identify what may happen BEFORE an incident occurs? For example:</p> <ul style="list-style-type: none"> - something being said? - noises? - requests being made? - tasks being given? - physical proximity of others? - other? 	
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2c. Contextual information: Responses from others
This section aims to help staff to consider if the reactions from others may be reinforcing or reducing the prioritised behaviour?

When the behaviour occurs, what do adults usually do?	•
How do peers respond?	•
What do family members usually do in response to the prioritised behaviour?	•
What strategies have been used in the past to manage the identified behaviour? How effective have they been?	•
How can more appropriate behaviour be reinforced / encouraged?	•

3. Wider context: What else might be happening for this young person?
This section helps identify any other factors which might be having an impact on the current situation. Take a step back and look holistically at the wider context at home, school and in the community both currently and historically. Check the records held on the young person, especially if they are new to your school.

<p>External factors: Are you aware of any external factors (at home, school or in the community) which may currently be important?</p>	•
<p>School events: Have there been any significant school events that may have affected the child? (transition, different staff)</p>	•
<p>Historical events: Anything which may be having an ongoing impact? (bereavement, separation etc)</p>	•
<p>Emotional / social skills: What skills might the young person need support with developing. (Consider using the Boxall Profile or the <i>Emotional Literacy Assessment Tool*</i>)</p>	•

<p>Learning: Is their current attainment age appropriate? <i>(Consider National Curriculum Levels. Age Expected Outcomes. The PSD strand of the PIVATS tool helps assess the social/emotional skills for learning: (i) interacting and working with others, (ii) organisation and independent learning and (iii) attention.)</i></p>	<ul style="list-style-type: none"> •
<p>How does the child see themselves as a learner?</p>	<ul style="list-style-type: none"> •

4. Strengths
Sections 1-3 have explored the current concerns in great detail. This section aims to look at what is working well and identify exceptions to the difficult behaviour which might support a way forward

What do you see as the young person's STRENGTHS in terms of their:

<p>Learning?</p>	<ul style="list-style-type: none"> •
<p>Social interactions with adults ?</p>	<ul style="list-style-type: none"> •
<p>Social interactions with their peers?</p>	<ul style="list-style-type: none"> •
<p>Behaviour?</p>	<ul style="list-style-type: none"> •
<p>a. What factors are supporting the young person's appropriate behaviour? <i>(Consider environmental factors, role of key adults, resources, routines)</i></p>	<ul style="list-style-type: none"> •
<p>b. What are the strengths that the school currently bring to the situation?</p>	<ul style="list-style-type: none"> •

PUPIL AND FAMILY VIEWS

What are the young person's views of the current situation?	•
What are the parent/carers' views about the current situation?	•

5. Possible explanations:

*All behaviour happens for a reason. It is a form of communication. When thinking about an individual young person it is useful to develop a possible explanation, or a working hypothesis, about **why** the behaviour might be happening.*

All children and young people function within systems (home, school, community) which interact and overlap with each other. Therefore, information about all the factors in the young person's life needs to be considered. Only by doing this can we begin to fully develop our understanding of their behaviour and so formulate working hypotheses.

Adults should develop possible explanations and test these out systematically. If a working hypothesis is correct then the strategies developed and implemented will be seen to have a positive effect. Conversely, if no change occurs then a different working hypothesis may need to be considered. The next section aims to support the adults to find an appropriate way forward.

What are the possible explanations for the behaviour currently being presented?

Given the information collated in this document consider the following possible explanations.

Considering how likely this explanation is, use the scale (where 0 means very unlikely and 5 means very likely) to rate each one. Consider the following questions/prompts:

- For this young person, is negative attention better than no attention at all?
- Could this behaviour be an expression of anxiety?
- Does the behaviour mean they achieve a desired activity or object?
- Are they able to engage with the learning? Can they see the board? Has anyone checked their vision and/or hearing?
- Could they have an unmet learning or language need?
- Is the behaviour about avoiding the task or activity? Is the alternative more motivating e.g. being sent out.
- Do they understand what strong emotions can do to the brain and body?
- Are they not able to express how they are feeling? Do they have the understanding or vocabulary to communicate how they feel?
- Could there be an unmet sensory need?
- Do they have the necessary social skills and/or social understanding to interact appropriately with peers?

Possible explanation	scale	Notes
To gain attention from adults	0 1 2 3 4 5	•
To gain control	0 1 2 3 4 5	•
To avoid a task or activity	0 1 2 3 4 5	•

To avoid a social demand/ situation	0 1 2 3 4 5	•
To express an emotion	0 1 2 3 4 5	•
To seek stimulation	0 1 2 3 4 5	•
Other	0 1 2 3 4 5	•

6. Identifying Ways forward: Planning next steps

Having identified a possible explanation for the behaviour, use this to identify a suitable way forward. For example, if you have identified that the young person engages more constructively when they have increased autonomy then your possible explanation is about the need to be in control. Therefore, an appropriate way forward might be the use of 'closed' choices i.e. the young person is offered 2 choices but the options are determined by the adult. Remember to consider the strengths you have previously identified and the existing systems already in place.

Based on your explanation what strategies could be used to increase appropriate behaviours and reduce the prioritised behaviour?

Support Categories	Support Strategies	Responsible Person(s)
Behaviour Expectations	•	•
Classroom Support	•	
Inclusion Manager / Headteacher Support	•	•
Other internal support	•	•
Parent / Carer Support	•	•
External support	•	•
What will be the response if the young person is not meeting behaviour expectations?		
School response	•	•
Parent response	•	•
When will this plan be reviewed?		
Planned date to review:	•	•
Actual date of review	•	•

Signatures

Headteacher:		Date:			
Inclusion Manager:		Date:			
SENDCo:		Date:			
Class teacher(s):		Date:			
		Date:			
Support Staff:		Date:			
		Date:			

Parent(s) / Carer(s):		Date:			
		Date:			
Child / young person:		Date:			