



POSITIVE BEHAVIOUR POLICY – March 2022		
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Date	Review Date	Coordinator
Feb 22	Sept 22	Paul Quarry

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.

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).

This policy is written based on advice from the Department for Education (DfE) on:

- Behaviour and Discipline in schools
- Searching, Screening and Confiscation at school
- The Equality Act 2010
- Use of Reasonable Force in Schools
- Supporting Pupil With Medical Conditions in School
- Section 175 of The Education Act
- Section 88 – 94 of the Education and Inspections Act 2006

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 and prevent bullying of any kind;
- 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;

3. A consistent approach to behaviour management

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

Core Values	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.

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

The 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.

 Staff Expectations Summary One Page Overview 	
How will staff behave?	What are the 3 Golden Rules
<ul style="list-style-type: none"> • Be fair and consistent in the implementation of the Positive Behaviour Policy, recognising that some pupils may need reasonable adjustments (but still work within the 3 Golden Rules that apply to 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. 	<ul style="list-style-type: none"> • Be respectful; • Be responsible; • Be resilient.
All staff, every day will...	Senior Leaders, everyday will...
<ul style="list-style-type: none"> • Positively greet all pupils when they enter school and when they enter the classroom; • Model positive behaviours and build positive relationships with pupils; • Recognise and 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, in the first instance, who are not following the Golden Rules and demonstrating poor behavioural choices; • Correct all poor behaviour privately - quietly; • 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 / Team Stop); • Explain expectations clearly to all pupils and revisit, rehearse and reinforce these expectations where pupils are not meeting them, exemplifying and demonstrating where necessary; 	<ul style="list-style-type: none"> • 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.
Rewards Ways we recognise and celebrate conduct that exemplifies our expectations or goes 'above and beyond' these expectations	What support do we provide beyond the classroom?
<ul style="list-style-type: none"> • Verbal praise • Rewarding pupils with stars / merits; • Feedback regarding work, on work or verbal; • Displaying work; • Star person in KS1; • Giving pupils leadership roles and responsibilities within school, such as: school ambassadors, merit team captains and vice captains, subject ambassadors, anti-bullying ambassadors, play leaders, monitors; • Rewarding pupils with PE tokens in PE lessons; • Stickers and wrist bands; • Class Recognition Boards; • Posting on Twitter and other school social media; • Positive comments in LTA books; • 'Line to dine' tokens for use by LTAs; • Weekly Golden Assemblies with pupils recognised for showing Respect, Responsibility and Resilience receiving certificates; • Positive comments on Class Dojo / e:mail; • Sending postcard home for positive worker of the day; • End of term KS2 merit assemblies and rewards; • Whole class target rewards (linked to Recognition Boards) 	<ul style="list-style-type: none"> • A full-time Inclusion manager to: <ul style="list-style-type: none"> - link between home, school and external support to help overcome pastoral barriers to learning; - work across playtimes, lunchtimes to support pupils - plan, prepare and deliver focussed interventions with pupils to support them with their social, emotional, mental health and wellbeing needs; • Termly access to an Educational Psychologist; • We buy in to Wakefield Exclusions and Inclusion Team to provide additional support where necessary; • Access to Future in Mind and other additional agencies as necessary, including referring pupils, or supporting parents and carers in referring pupils for additional support.



Steps to manage behaviour of individual pupils



Steps	Actions
Green Behaviour	<ul style="list-style-type: none"> • Consistent praise and recognition for meeting expectations For example: <i>'I am so proud of our class for showing such smart green walking. That is very responsible.'</i> <i>'I am so proud of our class for showing such polite green listening. That is very respectful'</i>
Amber behaviour	<ul style="list-style-type: none"> • Remind children of the expectation: For example: <i>'I am looking for smart green walking because we are responsible at Fitzwilliam Primary School.'</i> <i>'I am looking for polite green listening because we are respectful at Fitzwilliam Primary School.'</i> • Positively redirect children: For example: <i>'To be showing green walking, you need to walk safely. Well done, that is smart green walking – you are being more responsible now.'</i> <i>'To be showing green listening, you need to looking this way and putting your equipment down. Well done, that is polite green listening. You are being more respectful now'</i>
Reflection Time (time out for reflection about choices)	<ul style="list-style-type: none"> • Speak to the learner privately and give them an opportunity to engage, offering positive choices for pupil to do so. For example: <i>'Do you choose to follow the rules and be more respectful / responsible or resilient or take ___ (up to five) minutes sat down in the reading area / on the playground bench to calm down to reflect before returning to class / to play to follow the rules and expectations?'</i> • Give the pupil chance to reflect on their behaviour away from others in their class, either in a quiet reading area in the class or in the class reading area in the corridor; • When returning from Reflection Time, remind pupils of previous times when they have made successful choices regarding behaviour and reinforce expectations. Make the next step clear to the pupil, explaining what will happen if they still do not follow rules and expectations: <i>'The next step will be an internal referral in another class / inside if out at play and this will result in me calling your parents / carers to inform them of the internal referral.'</i>
Core Reflection in pupil's own time	<ul style="list-style-type: none"> • The pupil will spend time at play time or lunchtime reflecting on behaviour for part of the session; • This must be proportionate and reasonable to what has occurred and should be dependent on the pupil's response to the sanction.
Internal referral (taken to another class from their own class or from the playground)	<ul style="list-style-type: none"> • Speak to learner privately and give them opportunity to engage, offering positive choices for pupils to do so. For example: <i>'Do you choose to follow the rules and be more respectful / responsible or resilient or go for an internal referral in another class / inside (if outside) for up to ten minutes to reflect before returning to class / to play to follow the rules and expectations? Remember that this will mean a phone call home to let your parents / carers know.'</i> • Staff member to take pupil to a class for an agreed and limited period of time (10 minutes maximum); • Any learning time lost will be made up in the learner's own time; • When returning from Internal Referral from another class, remind pupils of previous times when they have made successful choices regarding behaviour and reinforce expectations. Make the next step clear to the pupil, explaining what will happen if they still do not follow rules and expectations: <i>'The next step will be an internal referral with (a leader - VS, TD, TM or PQ) and this will result in school sending a letter home inviting your parents / carers to attend a meeting about your behaviour.'</i> <p style="text-align: center;">The internal referral must be recorded on CPOMS and parents informed by the class teacher either in person or via telephone call</p>

Internal referral (taken to a leader from their own class or from the playground)	<ul style="list-style-type: none"> • Speak to learner privately and give them opportunity to engage, offering positive choices for pupils to do so. For example: <i>‘Do you choose to follow the rules and be more respectful / responsible or resilient or go for an internal referral with (a leader – VS, TD, TM or PQ) to reflect before returning to class / to play to follow the rules and expectations? Remember that this will mean a letter will be sent home asking your parents / carers to attend a meeting to discuss your behaviour.’</i> • Staff member to take pupil to a leader for an appropriate amount of time, decided by the class staff member; • Staff member collects the pupil and addresses the behaviour with the leader present; • When collecting a pupil from Internal Referral with a leader, remind pupils of previous times when they have made successful choices regarding behaviour and reinforce relevant rules, making expectations clear. • Any learning time lost will be made up in the learner’s own time; <p style="text-align: center;">The internal referral must be recorded on CPOMS and parents will be invited, by letter, to attend a meeting to discuss the pupil’s behaviour.</p>
Behaviour Report Card	<ul style="list-style-type: none"> • Following a meeting being held, the pupil will be placed on a Behaviour Report Card (appendix 4); • This will be completed, session by session, daily, and discussed privately with the child • At the end of each day, the teacher will screenshot the Report Card and email this to the pupil’s parents / carers and school leaders.
Behaviour Review Meeting (after a fortnight)	<ul style="list-style-type: none"> • Meeting between parents of the pupil on Behaviour Report Card, the pupil, class teacher and leader; • If the expected behaviour has improved and been demonstrated consistently, the pupil will come off of the Report Card; • If the expected behaviour has not improved, the pupil remains on the Report card for a further fortnight.
Formal Behaviour Review (after a further fortnight)	<ul style="list-style-type: none"> • If the expected behaviour has not improved after a further fortnight, a review meeting is held between parents of the pupil on the Behaviour Report Card, the pupil, the Headteacher and Inclusion manager; • A behaviour plan is put in place.
Suspension	<ul style="list-style-type: none"> • If the expected behaviour has still not improved, a suspension may be issued.
Permanent Exclusion	<ul style="list-style-type: none"> • If the expected behaviour has still not improved, a permanent exclusion may be issued.

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);
- Recognising and praising 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 to encourage and promote good behaviour.

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

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 children for something however small. Class teachers will make sure that each year every child is part of Recognition Assembly.

4c. Consequences of unacceptable behaviour

Good behaviour and the ability to self-regulate is taught like any skill. Sometimes, some children may find it difficult to always demonstrate our school values. When this happens, we will work restoratively with children to support them to understand the impact of their behaviour on others and to help them to make better choices moving forwards. Please refer to the table above that outlines the steps we will take to support your child.

4d. 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).

4e. Use of Physical Restraint

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. 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.

5a. The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Positive 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 Designated Safeguarding Lead and Child Protection Officer.

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

The Headteacher has the responsibility for issuing suspensions and 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 work with parents and carers to support their child's learning, and support them 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.

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. Suspensions and permanent exclusions

We do not wish to suspend or 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 took 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 suspension 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 suspends or 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, Trust 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. 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 in accordance Administering Medication Policy. If any illegal substances are brought into school, or pupils are found to be under the influence of such substances, the school follows DfE advice and guidance on their response to this.

8. Sexual Violence and Sexual Harassment

As Fitzwilliam Primary School, we have written 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. Please refer to this policy for further information and guidance.

9. Confiscation of inappropriate items

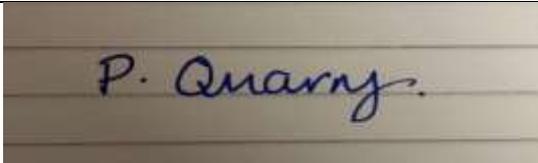
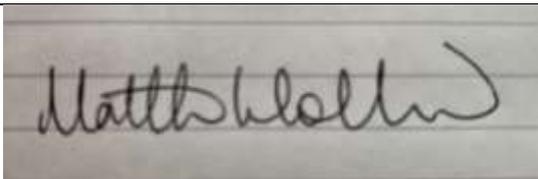
Under the **general power to discipline** (Section 94 of the Education and Inspections Act 2006) members of staff are enabled to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. They are protected from liability for damage to, or loss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

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. 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.

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 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 12.2.22
Chair of Governing Body: Matthew Holland		Date: 22