



# **Flixton Primary School**

## **Behaviour Policy**

Reviewed: Autumn 2024

**We are working together to: create enthusiasm for learning through challenge and engagement; help all children develop a work ethic that demonstrates the school motto “*Success comes through personal effort*”; and to ensure excellence in all aspects of school life.**

The above aims of Flixton Primary School place an onus on the positive promotion of self-esteem for all pupils to give personal pride in themselves and their school:

- where they are ready to learn;
- where pupils know what acceptable behaviour is, such as politeness, respect for others, teamwork, compromise and good manners;
- where there is mutual respect for adults and peers alike;
- where pupils know that they are responsible for improving themselves, helping others to improve and that their positive progress is applauded;
- where pupils believe in their own ability to make positive changes to all aspects of their lives.

Ensuring excellence in all aspects of school life includes the pupils of Flixton Primary School taking pride in excellent behaviour. Pupils show this through their efforts to fulfil the school rules:

- Be ready;
- Be respectful;
- Be responsible;
- Believe in yourself.

The Four Bs underpin the values and expectations of behaviour at Flixton Primary School.

As part of the school's duty to promote British values<sup>1</sup>, the consistent and fair application of this Behaviour Policy will help pupils to:

- develop their self-knowledge, self-esteem and self-confidence;
- distinguish right from wrong and to respect the civil and criminal law of England;
- accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- respect other people.

<sup>1</sup>Promoting Fundamental British Values as part of SMSC in Schools DfE November 2014

The school will consistently commend and reward good behaviour but will equally apply sanctions for unacceptable behaviour.

The overwhelming majority of children at Flixton Primary School conduct themselves very well and are well mannered and well behaved. Ofsted (June 2024) commented that “Pupils are kind to each other...pupils behave well and are considerate of others... The atmosphere in the school is calm and purposeful. Pupils are polite.”

There are occasions, however, when some pupils do struggle to follow the rules and need to make changes to their behaviour. This policy describes the expectations we have of our pupils and the strategies we use to support them in improving their behaviour. Our aim is always to promote and reward good, positive behaviour and to provide clear expectations and boundaries for all pupils.

All pupils will be encouraged to be well mannered and polite whilst in school, and all the adults they meet in school will model this behaviour to them.

They should be ready for learning, in all its aspects including social learning. Pupils should respect each other, their teachers, personal belongings, school resources and equipment and all those they meet in school.

They should be responsible for their choices and subsequent actions and the outcomes of those choices.

Pupils should believe that they can always improve and be better in all aspects of their lives.

The school aims to work together with parents and children in a three-way partnership in order to develop pupil's sense of responsibility for their own behaviour. It is presumed that parents who choose to send their child to the school will support and co-operate fully with the staff in helping to maintain the high standards of work and behaviour around school.

### **Partnership Responsibilities**

The three-way partnership requires commitment and understanding and support of each other to maximise success.

School will:

- have clear rules and routines around the school that promote excellent behaviour;
- consistently demonstrate the positive attitudes and behaviours expected of pupils;
- aim to maintain good relationships with pupils, acting with authority when necessary using approaches which are appropriate to children's needs, in order to involve and motivate them;
- provide learning experiences that engage and challenge pupils, supporting them in creating a positive working environment;
- fairly and consistently apply appropriate rewards and sanctions;
- teach and develop pupils' behaviour skills, giving both supportive and corrective feedback - be a "behaviour coach";
- inform parents of any behavioural concerns and, when appropriate, arrange meetings;
- meet with concerned parents on request;
- advise and support parents in behaviour management;
- inform parents of pupil progress in the annual report;
- provide a safe and happy learning environment, where everyone is respected;
- not tolerate bullying or prejudice of any form;

- provide opportunities for children to talk about feelings and behaviour;
- celebrate pupil achievement for improving behaviour and sustaining excellent standards.

Parents will:

- be supportive of school standards and expectations;
- advise school of any circumstances that may affect pupil behaviour or development;
- meet with school to discuss child's development, contribute to and support the setting of individual behaviour support programmes if necessary and be part of the follow-up evaluative process;
- request appointments to discuss concerns they may have.

Pupils will:

- be ready;
- be respectful;
- be responsible;
- believe in themselves.

## **Management of Behaviour**

Where possible, emphasis will be placed on rewarding positive behaviours. This will encourage children to make positive behaviour choices. There are many ways of rewarding children for those choices throughout Flixton Primary School. These include:

- Oral and written praise from the class teacher;
- Teampoints;
- Stickers and stamps;
- Merit awards;
- Headteacher awards;
- Sharing praise with parents;
- Premiership awards;
- Class tokens.

All classes display the Four Bs prominently and teachers refer to them throughout the pupil's time in school. Classroom behaviour is managed using Behaviour Boards. These provide a clear and consistent approach across the school to potentially disruptive behaviour within the classroom. This includes low-level disruption that affects the learning of pupils or breaks school rules. Examples include:

- shouting out or talking at inappropriate times (being ready to learn; being respectful of others; being responsible for positive behaviour choices);
- getting out of seats (being ready to learn; being responsible for learning and productivity);
- not being ready to start lessons (being ready to learn; being respectful of the teacher and other learners; being responsible for learning);
- being unkind to peers (being respectful to others).

Teachers have sanctions available to them to be used at their discretion. These sanctions may include:

- Moving down the Behaviour Board;
- Writing letters of apology;
- Repeating the learning activity;
- Moving a child to work on their own;
- Contacting parents;
- Missing playtimes;
- Time out;
- Sending the child to another classroom or the Headteacher/ Deputy Headteacher if appropriate.

The withdrawal of children from National Curriculum subjects, such as PE or ICT, will never be used as a sanction for bad behaviour outside those lessons but may be used within lessons if the teacher considers that the behaviour of a pupil constitutes a danger to the pupil or a danger/disruption to others in the group.

Children who do not complete work set for them in a reasonable time will be asked to complete the work during break or lunchtime, or take the work home to be completed and signed by their parent/carer and returned to school the next day.

In the event of unacceptable behaviour occurring the teacher may choose to move a child down the Behaviour Board, from the Premiership into Division One. If the child continues to make inappropriate choices they will then move to Division Two, and parents will be informed via text. If the child moves into Relegation during the day, they must take a letter detailing their behaviour home to their parents. This letter will be returned, signed, to school. If it is not returned, the Headteacher will contact parents to ensure that it is brought into school at the earliest opportunity.

Three Relegation letters in one half term will result in the child being removed from their class for a day and working in isolation in the Headteacher's office. If the same child is relegated again during the half term, the Headteacher will exclude the child for a fixed term of one day for persistent poor behaviour. On return to school, the Headteacher, the child, and the child's parents will agree a Code of Behaviour before the child returns to class.

Children who remain in the Premiership for periods of time will be rewarded for their good behaviour, within class in the short term (weekly) and within whole school assemblies in the longer term (termly and annually).

The parents of any child found to have caused wilful damage to school equipment or property, or to the property of another person in school, will be asked to provide compensation.

More serious incidents of unacceptable behaviour will be referred to a member of the school's Leadership Team. This behaviour will be serious enough to fall outside the use of the Behaviour Board and may also require the implementation of the school's Child on Child Abuse Policy. The relevant part of that policy is:

*"If one child causes harm to another, this should not necessarily be dealt with as Child on Child abuse: bullying, and physical and/or verbal aggression between children does not generally require multi-agency intervention and*

would be dealt with using the school's Behaviour and Anti-Bullying policies. However, it may be appropriate to regard a child's behaviour as abusive if:

- *there is a large difference in power (for example age, size, ability, development) between the children concerned; or*
- *the perpetrator has repeatedly tried to harm one or more other children; or*
- *there are concerns about the intention of the alleged child. If the evidence suggests that there was an intention to cause severe harm to the victim or to exploit them, this should be regarded as abusive whether or not severe harm was actually caused."*

## FPS Child on Child Abuse Policy

Instances of serious poor behaviour (such as, but not limited to, physical or verbal aggression towards adults and/or children, damaging school property or behaving in a way that could harm him/herself and/or others) may warrant an alternative approach to moving down the Behaviour Board. In response to serious incidents, the Headteacher or member of the Leadership Team can withdraw the child's right to be in class, in which case the child will be taught in isolation, under the supervision of a member of staff. The length of this internal exclusion will be determined by the Headteacher or member of the Leadership Team and will be proportionate to the seriousness of the incident. In the event of an internal exclusion, parents will be informed and a record will be made in the school's Behaviour Log. Repeated internal exclusions, and some serious incidents, may require a suspension, or, in extreme cases, a permanent, exclusion, to be applied. (Please see below).

The Leadership Team has overall responsibility for discipline and should be informed of all serious incidents within the school.

In the event of a child needing considerable support with their behaviour, a member of the Leadership Team may be allocated as a contact for the child and the classteacher to help monitor the situation.

### **Suspension and Exclusion**

If a child's behaviour does not improve following support and the agreement of Codes of Behaviour and behaviour targets, or an extremely serious incident occurs, the Headteacher (or Deputy Headteacher in the Headteacher's absence) has the power to suspend a pupil from school for a specific period or permanently exclude a pupil from the school.

The Headteacher (or Deputy Head in the Headteacher's absence) will decide whether to exclude a pupil, either for a fixed term (suspension) or permanently [a permanent exclusion would need to be approved by the Governing Body within 15 days of the exclusion being announced], taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Headteacher may consider the following questions:

Is the behaviour in breach of the school Behaviour Policy?

If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

Has the school previously supported the child (what/when/what level of impact did this have?)

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation eg Statement, IEP, Risk Assessments). Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to **all** children. If the risk to others cannot be controlled, then exclusion should be considered.

Would allowing the child to remain in school seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow Local Authority guidelines.

Where exclusion occurs the LA and the Board of Governors will be notified. If the exclusion is for a fixed term (a suspension), school will hold a reintegration meeting with the pupil and their parents/carers as the pupil comes back to school. The purpose of the reintegration meeting will be to support the pupil in order that further exclusions are not necessary. School will provide work for pupils up until the fifth day of any exclusion and then from the sixth day of a suspension. From the sixth day the pupil will be educated off site at a location of which parents will be informed in advance.

Should any pupils have a number of suspensions the school will consider support from relevant outside agencies if necessary.

This school would consider permanent exclusion only as a last resort.

Permanent exclusion would only be considered for a very serious breach of the school's behaviour policy, such as assaulting a member of staff, or repeated and persistent breaches of the school's behaviour policy despite previous suspensions and subsequent support from the school to modify behaviour. To warrant a permanent exclusion, the school also has to be satisfied that allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school. Parents have the right to appeal against exclusion; the matter would then be referred to the Pupil Discipline Committee of the Governing Body.

### **Pupil's Conduct Outside the School Gates**

Staff have the power to discipline pupils for misbehaving outside the school gates, "to such an extent as is reasonable." This includes behaviour witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, eg offsite visits, residential visits, when representing the school;

- Travelling to and from school;
- Misbehaviour when wearing school uniform.

### **Confiscation of Inappropriate Items**

The general power to discipline, enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability of damage to, or loss of confiscated items, provided they acted lawfully. Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated. Staff also have the power to search without consent for prohibited items, including:

- Knives or weapons;
- Stolen items;
- Cigarettes, lighters, matches (incl lighter fuel and propellants);
- Drugs or alcohol;
- Fireworks;
- Pornographic material;
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Any item banned by the school rules (eg mobile phones).

Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve other outside agencies eg Social Care Team.

### **Allegations of Abuse Against Staff/ Malicious Accusations Against Staff**

All allegations of abuse will be taken seriously; the Chair of the Governing Body will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported.

The school and Local Authority disciplinary measures will be followed where the allegation is found by the Governing Body to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Body will:

- Write to the parent/parent of child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties. (Eg Police if the child is 10yrs old and above);
- Meet with the parent/parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing body will seek a written apology in the first instance.



The school may consider using its powers to suspend or permanently exclude a child who continues to make false allegations about staff.

In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

### **Lunchtimes**

Midday assistants use Class Tokens as a method to reward positive behaviour choices, but also have sanctions available if necessary. Teachers are informed via Red Cards of any serious poor behaviour choices that have occurred during lunch breaks.

### **Reasonable Adjustments to the Behaviour Policy**

The school will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil, in line with the Disability Discrimination Act. This would apply to pupils with learning difficulties and disabilities and other pupils as their personal circumstances warranted it. This group of pupils may include those with dyslexia, autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties such as Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder and Tourette's syndrome. Staff would be made aware of the reasonable adjustments they would need to make.

This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently" but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual need.

It is envisaged that this policy will assist in the development of children who take responsibility for their own behaviour and make positive choices when deciding how to behave in different situations. Parents who choose for their children to attend Flixton Primary School are expected to support the school in the implementation of this policy. The policy is intended to complement the aims of Flixton Primary School in ensuring pupils' behaviour is excellent.

### **Monitoring**

This policy is brought to the attention of staff, pupils and parents in the Autumn term each year for any statutory updates and is formally reviewed, along with the principles that underpin it, every two years.