



Fawkham CE Primary School

Policy for Behaviour Management and Discipline

September 2021

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Behaviour Management and Discipline Policy

Church of England Vision for Education:

Deeply Christian, Serving the Common Good.

John Chapter 10 Verse 10 – I came that you may have life; life in all its fullness

Our Fawkham Family helps everyone to:-

- Follow in the footsteps of God, with God's love, help and guidance,
- Know that we are all special and different and that God has created us in this unique way
- Feel safe, happy and confident in our loving caring Christian family
- Work together through the living out day by day of our Core Christian Values
- Try our best, with the light of Jesus inspiring us to be the best that we can be ensuring that we flourish

DREAM, BELIEVE, ACHIEVE AT FAWKHAM CEP SCHOOL

We value diversity and promote equal opportunities for all.

Aims

At Fawkham CE Primary all staff work together as a team, providing mutual support and consistency for behaviour and discipline. Our aims are:-

- To maintain excellent standards of behaviour.
- To develop and encourage our children to adopt high levels of esteem, fairness, pride, tolerance, self discipline, independence and responsibility and to create a corporate identity to foster a happy working atmosphere throughout the school.
- To develop and maintain a positive school ethos which encompasses all the above and places a high level of emphasis on the quality of relationships and the way we care for and help others.

In the Classroom

We will aim to provide and maintain excellent relationships between ourselves, our children and their parents. Achievement will be recognized by placing an emphasis on rewards. Our classroom environments will reflect the standards required by our teachers. We will aim to provide an attractive and welcoming classroom with sensitively presented displays which will provide recognition of the value we place on the children and their work. The children will be encouraged, and expected to take responsibility for their own behaviour and any repercussions. They are taught to care for and value their surroundings, their own possessions and the school's equipment.

At the beginning of each academic year class teachers will spend some time working with their class to set five or six class rules. Class rules will be expressed in simple, succinct terms avoiding ambiguities and where possible, stated in a positive manner. For example, instead of "no pinching," "keep your hands to yourself". Rules will be appropriate to the age of the pupils and the activities required of them. Some examples of class rules are:

- ✓ Do as you are told

- ✓ Be kind to others
- ✓ Be in class on time
- ✓ When you wish to speak, raise your hand
- ✓ Stay in your seat
- ✓ Do not disturb or interfere with others
- ✓ Do not use bad language

Outside the Classroom

There is need for uniformity of acceptable standards of behaviour throughout the school.

Good manners will be encouraged by the values we as a staff imply, by the way we address pupils, the way we dress, the language we use and the effort we put into our work.

We expect all children to:

- Use please and thank you where appropriate.
- Knock before entering a room.
- Address each other politely.
- Hold the door open for others to enter first.
- Understand and obey school rules.
- Display good table manners.
- Not to interrupt adults in conversation.

To care at all times for the needs of other by:-

- Showing consideration and helping others.
- Walking quietly about the school.
- Showing respect for school property and our environment.
- Remembering:- Everyone should treat everyone with respect.

Steps to Modify Behaviour During Lesson Time

We have a hierarchy of sanctions/consequences for inappropriate behaviour when the children choose to not follow the class and/or school rules, all the children are aware of these. For all classes the following consequences will be used:-

Verbal warning

- **Step 1:** Name on board (child does this) This serves as an initial warning

If there is no change, another verbal warning.

- **Step 2:** One tick (child does this) 5 minutes playtime lost

If there is no change, another verbal warning.

- **Step 3:** Two ticks (child does this) 1 complete playtime lost (No longer than 15 minutes)

If there is no change, another verbal warning.

- **Step 4:** Three ticks (child does this). Pupil sent to the Headteacher or Deputy Head Teacher. The class teacher informs the parents. The member of the SLT (Senior Leadership Team) will speak to the child about their behaviour, using this as a learning opportunity. The child will miss 15 minutes playtime and will complete a behaviour record sheet which encourages children to identify their wrong choices and asks them to consider what they will do to modify their behaviour. These records will be kept in the Headteachers office.

- **Step 5:** If the children are regularly getting one or two ticks or equivalent the Headteacher or Deputy Headteacher will be informed and the class teacher will speak to the child's parents. The member of the SLT (Senior Leadership Team) will speak to the child about their behaviour, using this as a learning opportunity. The child will miss 15 minutes playtime and will complete a behaviour record sheet which encourages children to identify their wrong choices and asks them to consider what they will do to modify their behaviour. This work will be completed sitting at a desk in either the Headteacher's office or the Deputy Headteacher's classroom. The records will be kept in the Headteachers office.

- **Step 6:** For MAJOR misbehaviour, such as children physically hurting another child, all of the previous steps are ignored and the child is sent straight to the Headteacher or Deputy Headteacher who will speak to child and sanctions and punishments put in place. The Headteacher or Deputy Headteacher will see the child's parents who will be informed of the steps taken at school to modify behaviour. We ask and expect all parents to support the high standards of behaviour at this school. The result could be:-
 - (a) a strategy between home and school set up to modify behaviour
 - (b) enlist help from outside agencies including Early Help, the educational psychologist
 - (c) exclusion - either an internal exclusion (which could result in working in another classroom and/or missing playtimes), or a fixed/permanent exclusion. A fixed or permanent exclusion is a last resort. A pupil may be excluded for a fixed period or permanently from school; however, parents of any such child do have a right of appeal. The guidance on exclusion from the DFE will be followed closely.

Steps to Modify Behaviour During Playtimes and Lunchtimes

- **Step 1:** Verbal warning

If there is no change, another verbal warning.

- **Step 2:** 5 minutes playtime lost

If there is no change, another verbal warning.

- **Step 3:** 1 complete playtime lost (No longer than 15 minutes)

If there is no change, another verbal warning.

- **Step 4:** Pupil sent to the Headteacher or Deputy Head Teacher. The class teacher informs the parents. The member of the SLT (Senior Leadership Team) will speak to the

child about their behaviour, using this as a learning opportunity. The child will miss 15 minutes playtime and will complete a behaviour record sheet which encourages children to identify their wrong choices and asks them to consider what they will do to modify their behaviour. These records will be kept in the Headteachers office.

- **Step 5:** If the children are regularly missing 5 minutes or 15 minutes playtime the Headteacher or Deputy Headteacher will be informed and the class teacher will speak to the child's parents. The member of the SLT (Senior Leadership Team) will speak to the child about their behaviour, using this as a learning opportunity. The child will miss 15 minutes playtime and will complete a behaviour record sheet which encourages children to identify their wrong choices and asks them to consider what they will do to modify their behaviour. This work will be completed sitting at a desk in either the Headteacher's office or the Deputy Headteacher's classroom. The records will be kept in the Headteachers office.
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Teachers, TAs and Mid-Day Meal Supervisors will be expected to complete a Behaviour Record Form to reflect mis-behaviour and any sanctions put into place during playtimes – this file is kept in the Staff Room.

The child must be made aware of their misdemeanours and the reasons why such behaviours are not acceptable at each stage, relating this back to the class and school rules at all times.

Any 5 minutes or whole playtimes loses will take place with the child standing by the fence on the plateau or by the gates at the middle of the field, facing the play area, where the child will be expected to stand in silence and consider their wrong choices of behaviour and what they are going to do to modify their behaviour.

This discipline plan operates on a daily basis and pupils begin the next school day with a "clean sheet". Parents are requested not to punish their children at home for misbehaviour at school.

A very few children may have their behaviour influenced by medical factors and or their SEN therefore some allowance or modification will be made.

Whenever the Headteacher and/or Deputy Headteacher are involved in dealing with incidents of misbehaviour a record will be kept in the Behaviour File – kept in the Headteacher's office.

Class teachers will also keep records in their classrooms each day of names and ticks. These records may be used to identify any patterns of behaviour.

Corporal Punishment

No corporal punishment will take place in this school, reflecting existing legislation.

Rewards

We expect all our children to give of their best and we expect them to strive to reach their potential. Praise of appropriate behaviour and effort is an essential part of reinforcing such behaviour, self discipline and self motivation. The use a wide range of 'motivators' which are the same for all children of all abilities, tangible rewards such as sweets toys etc. will not be given.

Our 'motivators' are:-

Praise –The most common form of reward that we want our children to appreciate is verbal praise. All staff in the school will praise children for their behaviour, effort and work. When children act as good role models they will also receive praise.

House Points – All the children in our school are split into one of four house teams representing birds of prey that may be seen in our woodland; Owls, Hawks, Falcons and Buzzards.

On a day to day basis the children can be awarded house points for any positive activity both within and outside of the class at the discretion of staff. Points are totalled at the end of the week and the winning house is awarded 'golden time' usually attached to the end of a playtime. Golden time is an opportunity to play with their house team and enjoy ten minutes of additional playtime.

At the end of a term period, the house team with the highest cumulative total is allowed a non-uniform day, known as a 'tag day.'

At the end of the academic year the team with the most points are presented with a shield, with the house captains receiving a smaller shield and the team members a small medal.

Assemblies - Good work is celebrated through Class Assemblies. Further positive achievements are celebrated in bi-termly achievement assemblies, where children present certificates and photos of out of school activities achieved such as sporting awards, certificates from Brownies, Rainbows and Beavers. Photos from all such assemblies are displayed in and around the school.

Special stickers - Merit marks, stickers and badges for instant recognition of special work or efforts. Children can also be sent to the Deputy Head Teacher or Head Teacher for 'special' praise.

Effort Cup- Each class has an Effort Cup that is presented to children who have had a special achievement in work or other special effort during the week, this could be for good behaviour

too. Such recognition is used carefully so that it remains 'special'. The children also receive a personalized certificate. Photographs of the weekly winners are displayed in the hall.

Headteacher Tea Parties – these take place termly. Three children from each year group are chosen by their class teachers to attend. The Headteacher writes personal invites to the children stating the reasons for their inclusion in the party. Children who have worked hard, tried hard, produced great work and/or behaved really well may be invited. A photograph from the party and a list of the attendees are displayed in the entrance hall, along with children's letters and children's comments about the party.

The Beacon Cup - is awarded 3 times a year to children who have demonstrated outstanding effort, work and behaviour.

The Sparkes Trophies - are awarded annually to the Sportsperson of the Year, one is awarded in Key Stage 1, the other in Key Stage 2.

The Music Cup – is awarded annually to a child who excels in music.

The Fenton Cup – is awarded annually to a child who embodies all the qualities of a model pupil, working hard, trying their best, polite, well behaved, friendly and helpful.

The Creative Cup - is awarded annually to a child who excels in art and/or DT.

The Maths Trophy – is awarded annually to a child who excels in this subject

The Writing Trophy - – is awarded annually to a child who excels in this subject

Year 5 and 6 Responsibilities -Year 5 and 6 children are given special prefect responsibilities to encourage a responsible and caring attitude.

The Year 6 children are given House Captain status and wear a badge to identify them as children who always display excellent behaviour/team spirit. In the case of a deterioration of standards this badge can be returned

This policy needs to be considered in conjunction with other policy documents within the school including:-

Single Equality Scheme Policy
Anti Bullying and Harassment Policy
Special Educational Needs Policy

Appendix A - Positive Handling

Appendix B – Playtimes

Appendix C – Behaviour Record Proforma for Playtimes/Lunchtimes

This policy will be reviewed regularly and updates given to Governors, in line with any new information and guidance that becomes available.

Written by: Miss Mandy Bridges (Headteacher)

To be reviewed: September 2022

Signed..... Date 23rd September 2021
(Chair of Governors)

Signed..... Date 23rd September 2021
(Headteacher)

Appendix A

Positive Handling

Generally there will be three main categories:

- (a) Where action is necessary in self defence or because there is an imminent risk of injury for example:
- A pupil attacks a member of staff, another pupil or is self harming
 - Pupils are fighting
- (b) Where there is an assessment that risk of injury, or significant damage to property for example:
- A pupil is engaged in, or is on the verge of committing deliberate damage to property.
 - A pupil is causing, or at risk of causing injury or damage by accident by rough play, out of control behaviour or the misuse of objects.
 - A pupil is running in a corridor or on a stairway in a way, in which he or she might have or cause an accident likely to injure him or herself or others.
 - A pupil tries to leave the school without permission and such an action is judged to put them at risk within the community.
- (c) Where a pupil is behaving in a way that is compromising good order and discipline:
- A pupil persistently refuses to obey an instruction to leave the classroom.
 - A pupil behaves in a way that is seriously disrupting a lesson i.e. that learning becomes impossible for other members of the class.

Where the school is aware that a child or young person is likely to behave in a way that may require physical control or restraint, it will be essential to plan how to respond if and when the need arises. Such plans need to address:

- Managing the pupil (strategies to de-escalate the conflict, what holds to be used, what form of words are most likely to lead to calm).
- The involvement of the child or young person and their parents/carers in developing the plan thus ensuring all parties are clear about what action will be taken and why.
- Staff awareness of the plan and their part in it (this may include specific training for staff most likely to be involved with the particular behaviour).
- Planning where appropriate how additional support can be summoned in the event of the plan being used.

- Ensuring that the individual needs of the child or young person are taken into account, in some instances it will be necessary to consider the physical/health needs of the young person in order to ensure that holds are safe.

‘Reasonable Force’

There is no legal definition of reasonable force however consideration of what constitutes reasonable force will always depend on all circumstances in the case. In determining what constitutes reasonable force the following factors need to be taken into account:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if this is not the case. Therefore the use of force to prevent a pupil from committing a trivial misdemeanour or where resolution of the issue could be achieved without the use of force cannot be justified.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequence it is intended to prevent. Any use of force must always be the minimum required to achieve the desired result.
- Where force is applied it should be done in a manner that attempts to reduce rather than provoke a further aggressive reaction.
- The number of staff involved should be the minimum necessary to control /restrain the child or young person, whilst minimising the risk of injury to all parties.
- Where the use of force is in self-defence if a person had done only what he or she honestly and instinctively thought was necessary, that would be the most potent evidence that only reasonable force was used.

Positive handling by staff can take several different forms. It might involve staff in any of the following:

- Breaking up a fight.
- Blocking a pupils path
- Holding pushing or pulling
- Escorting the pupil by the hand or arm
- Restraining a pupil

Every physical intervention should be planned and conducted within the context of recognised strategies for the use of reasonable force. Only in exceptional circumstances, where there is an immediate risk of serious injury should a member of staff act / take any necessary action that is consistent with the concept of reasonable force.

Staff should **not** act in a way that might reasonably be expected to cause injury, for example by:

- Holding a pupil around the neck, by the collar, or in any other way that might restrict airways and circulation.
- Slapping, punching or kicking.
- Twisting or forcing limbs against a joint.
- Tripping a child or young person.
- Holding a child or young person by the hair or ear.
- Holding a pupil face down on the ground (except in exceptional circumstances).

During the course of any physical intervention use of the voice is likely to be the most effective tool available to staff in seeking to de-escalate the situation. Holds and restraints should be chosen with this in mind and staff should attempt to communicate with the child or young person at all times.

The use of supine and prone restraint should only be used in extreme circumstances and when all other techniques have either been tried and failed or the judgement of staff is that it is the only way to safely control extreme aggressive and challenging behaviour. Should either of these techniques be used then the following will apply:

- The technique will only be used by staff specifically trained for the purpose.
- The incident will be recorded in detail as prescribed in this policy and that information will be used to plan for the future the emphasis will be on how to avoid the situation arising again. The content of the plan will be shared with the pupil, parents and carers as well as colleagues from other agencies where appropriate.
- The use of the technique will be carefully monitored by someone not involved in the restraint. Careful attention should be paid to the amount of time that the restraint is applied. It may be necessary to call other agencies to the scene if the pupil is failing to calm and there is concern about the safety of extending the use of the technique beyond 4 to 5 minutes.
- Regular checks to ensure breathing and airways are clear are imperative during the use of the technique.
- All such incidents will be reported to the Residential Care Standards Officer within two working days. A full copy of the written record should be sent in addition to any plan that was in place at the time of the incident.

Recording, Reporting and Repair

It is vital that a contemporaneous written record of any occasion when the use of force has been made is established. The record should include:

- The name(s) of the pupils involved.
- The name(s) of all staff involved including witnesses.
- When and where the incident occurred.
- The reason that force was used and the nature of the force used, degree and type of hold.

Appendix B

PLAYTIMES

Aims

To provide a safe environment where children can play as a relaxation period from lessons.

To encourage and develop positive social skills including those of caring and sharing.

Strategies used to achieve these aims.

At all times children will be supervised throughout playtimes by a member or members of our staff.

The safety of our children is paramount throughout the playtime sessions. All rough games or potentially dangerous games are banned.

All children must participate at playtime unless there are exceptional circumstances in this case they will be under the direction of a member of staff.

All children must remain on the Playground, Plateau or on the Field.

If an accident occurs one of our first aiders will be alerted to deal with the injury.

The arrival or departure of a vehicle will be signalled by the bell. All children must line up against the school building, protected by a 'human chain' formed by Badgers and Squirrels.

The bell will signal the end of playtime. Children freeze and end conversations. After a minute a whistle is blown. All children will walk silently and gather with the adult on duty. The adult will then send in classes, Dormice and Hedgehogs to be accompanied by an older child. Children will walk quietly to the building. On entering the building, the children will walk silently to their classrooms where their teacher will be waiting for them in the corridor.

Mid Morning and Lunch Time Play

We operate a free flow system whereby the children choose where they wish to play – with toys and games on the playground, reading, writing and colouring activities in The Warren and sports games on the plateau. Each area will have at least one adult supervising.

If the field is being used all activities and children will be on the field. All toys and games, including rotats will be organised by the Play Leader Team of children.

Wet Playtime Children will remain in their classrooms under the supervision of a member of staff and be allowed board games or similar activities. The class teachers and/or TAs may choose for the children to go into the school hall to run around.

Use of the Field When the field is dry, play for all children will be on the field. Football for both boys and girls on a class rota will be available. Games and toys will be organised by the Play Leader Team of children.

Appendix C

Behaviour Record Form

Name of child/ren _____

Date _____

NATURE OF MIS-BEHAVIOUR - PLEASE CIRCLE:-

Arguments between children

Not sharing

poor attitude

rudeness

being excluded by others

loitering in the classroom/cloakroom/toilets

Non-compliance – ignoring instructions/rules

physically hurting another child

SANCTIONS – PLEASE CIRCLE ALL THAT ARE RELEVANT:

Child/ren spoken to

warning given

5 minutes playtime missed

15 minute playtime missed

sent to Headteacher/Deputy Headteacher