



Children and learning at the heart of  
our CARE-ing community

**Old Fletton Primary School**  
**Behaviour & Expectation Policy**  
incorporating physical intervention, restraint & exclusions  
Version 6 - October 2018

**OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL**

<b>Behaviour</b>	Dealing with all aspects of children’s behaviour, recognising, praising and encouraging the good and reminding and applying appropriate sanctions to what is not acceptable
<b>Purpose</b>	Our aim is for all children to be happy and successful in school and that all children should have the right to a calm and trouble-free learning environment. Our ultimate aim is for all children to be part of a school culture in which expectations are clear and embedded.
<b>Linked policies</b>	Anti Bullying Policy Safeguarding & Child Protection Policy Learning & Teaching Policy Outdoor & Educational Visits Policy Home School Agreement

<b>What is the policy for?</b>	The policy is for all members of the Old Fletton Primary School community so that there is common understanding about what we expect from our children BOTH in and out of school.
<b>Who has devised and contributed to this policy?</b>	This policy was initially devised by the headteacher and staff then expanded with help from other staff. It is reviewed annually and ratified by Governors.
<b>How will this policy be communicated?</b>	This policy is available on the school website and in the Headteacher’s office.
<b>How will this policy be monitored?</b>	Seclusions/exclusions will be reported to the chair of governors as they happen, the headteacher will give governors regular updates on behaviour and the policy will be reviewed every year in line with the policy monitoring schedule.

## How 'good' behaviour is encouraged and recognised at Old Fletton

We believe that positive re-enforcement of good behaviour is more effective than negative punishments.

Although there are agreed sanctions for children who misbehave it is the encouragement of good behaviour which is far more important than punishment. We praise and reward children in a variety of ways:

### Rewards

- Praise
- Awarding Team points
- Stickers, given for work, behaviour and attitude by both the class teacher and the headteacher
- Certificates and awards as part of a celebration assembly
- Headteacher's certificate, recognising 'above and beyond' expectations for both children and staff
- Passport to encourage children to celebrate good learning behaviours
- Lunchtime award from midday supervisors
- Any other suitable rewards/awards as agreed by staff
- Additional reward playtime

We at Old Fletton acknowledge all the efforts and achievement of children, both in and out of school.

Good behaviour and positive attitudes are discussed in PSHE lessons when appropriate, in school assemblies and class collective worship sessions and as part of the curriculum when required.

Emphasis is on praise and rewarding positive behaviour, sanctions are only given out when necessary.

A well managed, well planned teaching and learning environment decreases potential for problems.

All teachers ensure that activities are well planned and resources well organised in order to ensure that every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. At Old Fletton Primary School we believe that well organised classes with carefully prepared lessons that take into account the range of abilities within the class tend to have fewer discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. When criticism is given it focuses on the inappropriate behaviour not the child.

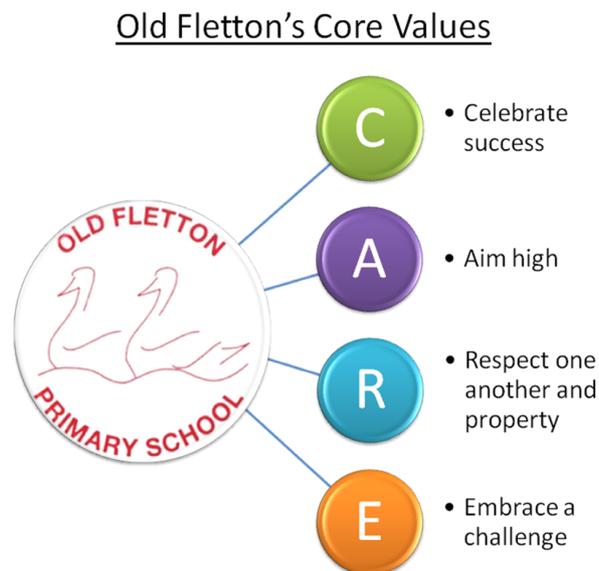
The wellbeing and welfare of our children is the responsibility of everyone – teachers, teaching assistants, support staff and midday supervisors and of course parents. Together we play a vital role in ensuring success within school by reinforcing positive attitudes and values.

Everyone needs to feel part of the school community. Both adults and children need to feel safe, valued, motivated, welcome and supported. To this end it is important to remember that:

- The teacher is the leader in the classroom
- The teacher sets the tone for learning
- The teacher, supported by other adults in the classroom, creates the environment in which children feel safe and want to learn

Children should be listened to and spoken to calmly. Every effort is made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.

**Our Care Values of Aim High and Respect for one another & property are non negotiable, and it is of vital importance we also remember the value of celebrating success when encouraging and promoting positive behaviours in children.**



## How Unacceptable Behaviour is Discouraged

The school employs a number of sanctions to ensure a safe and positive learning environment.

We expect children to listen carefully to instructions in lessons. They are asked either to move to a place nearer the teacher or to sit on their own if they do not do so.

### Sanctions

- 
- Gentle reminder
  - Removal of green card
  - Amber expectations card - Parents spoken to at the end of the day/informed by letter
  - Amber expectations card - 4 of these in a term and parents invited into school to discuss concerns and agree ways forward
  - Red Card - immediate removal from class and headteacher involved and parents meeting arranged
  - Time out
  - Removal of outside play
  - Child taken to a senior member of staff
  - Structured outside play with a member of staff
  - Privileges of trip/class events removed
  - Purple slips given where inappropriate behaviour occurs at break or lunchtime
  - Seclusion 1-3 days
  - Fixed term exclusion from school
  - Permanent exclusion from school

If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents to discuss the situation, with a view to improving the child's behaviour.

Individual staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. Children are offered different ways of communicating problems they may be experiencing, for example through the 'worry hand' in the forest and speech bubble notes outside the Family Liaison Officer's room.

Class teachers discuss the school rules with each class and also agree their own classroom code with the children. These codes can be displayed on the classroom walls. Playground rules are also agreed by the children in assemblies. In this way every child knows the standard of behaviour that we expect at Old Fletton Primary School. If there are incidents of anti-social behaviour, the class teacher discusses these with the class during PSHE lessons.

The use of corporal punishment (smacking, slapping, shaking or deprivation of food or drink) is forbidden.

In the EYFS parents will be informed of any incidents involving their child and the action taken. They will be asked to sign an incident form.

## **Physical Intervention & Restraint**

If a child needs to be physically removed from a situation or restrained for his/her safety or the safety of other children there must always be 2 adults present. All actions must be clearly verbalised to the child and the witness and must be recorded in the incident book. This book is located in the main school office.

If a child is withdrawn from a situation to calm down, they must not be left alone or be left out of sight.

The headteacher must be made aware of any physical intervention or restraint of a child as soon as is possible.

## **The role of all staff in school**

It is the role of each adult to ensure that school rules are followed and that children behave in a responsible manner.

All adults at Old Fletton should promote positive behaviour and address unacceptable behaviour. If any member of staff is unsure about how to respond in any given situation, he or she should discuss issues with a member of the senior leadership team.

In the EYFS the named practitioner for behaviour management is Neal Dickson. He is available to provide support on behaviour management issues for the whole school, including EYFS. Advice may also be sought from outside agencies if appropriate.

## **Guidance for the Playground and Circle Time**

When disputes arise, all children involved should be given a chance to explain their actions. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.

Children should be encouraged to reflect on what has happened, the impact on others and how to respond more appropriately in the future.

## **Circle Time**

Circle time allows children to participate as partners in the process of developing responsibility for their own behaviour and learning.

With its co-operative activities and discussion, circle time ensures that each child experiences success. When this approach is followed on a regular basis a feeling of equal value is promoted and group identity is reinforced. The basic rule of sitting together in a circle is that eye contact is possible at all times. Other ground rules including taking turns, allowing participants to pass in discussion and showing respect by listening to all contributions. Circle time is a vital element in resolving conflicts and is an opportunity for teachers, children and staff to interact and participate.

The teacher, by participating in the circle, becomes part of the group and in this way a trusting climate is created in which no participants feel threatened. There should be no 'put-downs'. Circle time aims to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allows all involved to have fun together.

## **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 head teacher to ensure the health, safety and welfare of all children in the school.

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 keeps records of all reported serious incidents of unacceptable behaviour, including bullying; which is reported termly to the Local Authority and Governors.

## **Exclusions**

The headteacher has the responsibility of giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour or proven malicious and false allegations against a member of staff, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **The Role of Parents and Carers**

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

Parents and carers are strongly encouraged to support their child's learning and to co-operate with the school. Old Fletton Primary School attempts to build a supportive dialogue between home and school and informs parents and carers immediately of any significant concerns about their child's behaviour. If parents have concerns about the way their child is treated, they should contact the class teacher initially. If the problem continues, they should liaise with the head teacher in an attempt to resolve any difficulties.

It is important to reinforce that behaviour should not be looked at in isolation. A happy and successful child in school will behave and learn well.

## **Children learn best when ...**

- the atmosphere is welcoming and stimulating;
- they are involved in active and practical experiences;
- they are secure and happy in their environment;
- they are familiar with their classroom surroundings;
- surroundings are attractive and well laid out;
- equipment is readily available;
- choices are available;
- clear explanations are given;
- encouragement is given;
- expectations are clear, high and realistic;
- adults are supportive and prepared to give guidance;
- there are positive shared attitudes to learning;
- there is an appropriate match of learning;
- different learning styles are recognised and catered for;
- they are challenged, no matter how small the steps;
- they can see the purpose of what they are doing;
- they can play, try out and experiment;
- they are interested in what they are doing;
- they are given time and space for in-depth and extended work;
- they are able to share in setting the agenda;
- they are encouraged to be active and independent;
- fun and enjoyment are promoted;
- parents are involved;
- there is a shared understanding of school's objectives with parents;
- they are seen to be valued;
- they feel confident;
- they can collaborate with other children and adults;
- they can communicate with other children and adults

# Old Fletton's Behaviour Record Sheet

Name: \_\_\_\_\_

Year Group: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Amber Card Situation 1 2 3 4</b>	
Description of the Incident	
Child's response to... <b>"what did you do?"</b> (encouraging taking responsibility for actions)	
Child's response to... <b>"why did you do it?"</b> (developing reasoning for actions)	
What CARE values have you broken?	<small>Old Fletton's Core Val:</small> 
Child's response to... <b>How will you improve?</b> (developing ownership over future behaviours)	
Child's response to... <b>What is your idea of a suitable sanction</b> (developing understanding of consequences to poor behaviour choices)	
Sanction	
Deputy Head comment & signature	
Headteacher signature	
Parent/Guardian comments and signature	

# Old Fletton's Behaviour Record Sheet

Name: \_\_\_\_\_

Year Group: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Red Card Situation 1 2	
Description of the Incident	
Child's response to... <b>"what did you do?"</b> (encouraging taking responsibility for actions)	
Child's response to... <b>"why did you do it?"</b> (developing reasoning for actions)	
What CARE values have you broken?	<small>Old Fletton's Core Val</small> 
Child's response to... <b>How will you improve?</b> (developing ownership over future behaviours)	
Child's response to... <b>What is your idea of a suitable sanction</b> (developing understanding of consequences to poor behaviour choices)	
Sanction	
Headteacher OR Deputy Head comment & signature	
Date & time of arranged Meeting	
Governor signature & Comment	

## Purple Playtime Slip

Care Values are not a choice - concern has been raised about  
Respecting people & their property

Child's name:		Class:	Date:
Poor treatment of playground equipment			
Playing inappropriate games			
Being unkind or inconsiderate to others			
***deliberate hurting or intimidation of others*** removal from playground to a member of SLT			
Form Completed by:		Form received & recorded by Mrs Levy/Mr Dickson	