



# Forest Town Primary School

Behaviour Policy  
September 2017

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## Our Vision and Values

We firmly believe in our vision that at Forest Town we should all feel that we can:

**'Belong, Aim High, Succeed'**

We believe in the importance of nurture and that in order to learn, we need to know that we are safe and cared for. We value hard work and a Growth Mindset. We know that we learn best when we challenge ourselves and that we can work together to learn from our mistakes. When things get hard we understand that focused determination, collaboration and perseverance will help us out of the learning pit. We celebrate our achievements and feel proud when we succeed.

### At Forest Town Primary School we work together to:

- Provide a positive, fair and consistent approach to behaviour, supported by the whole school community, where children are rewarded for good behaviour and encouraged to take responsibility for their own actions
- Create a positive, safe, calm and nurturing school environment
- Treat any problems in a caring, sympathetic but firm manner to achieve consistently good behaviour across the school
- Create a sense of belonging in children
- Enable children to value and respect themselves and others and to interact together well
- Support new staff and supply teachers in dealing with children
- Promote respect for all, regardless of gender, race, faith and culture

### Expectations

- All children and staff agree and sign up to a class charter at the start of the new school year. These are shared with parents
- All children have the right to learn and play in a safe and secure environment
- All staff have the right to be treated with respect by pupils, parents and other staff
- All children will be treated fairly and equally by all staff
- All adults in the school community will model the behaviour we expect of the children
- All children and staff will work to maintain high levels of timekeeping
- In responding to a child's inappropriate behaviour staff will take into account any learning difficulties, medical condition or particular circumstances outside of school
- Physical or verbal abuse is not acceptable from any member of the school community. Repeated or serious incidents will lead to appropriate action being taken
- Pupils may not bring any illegal or dangerous items on to the school premises. This includes knives or other sharp implements

### This policy applies when the children are:

- On school premises, including before and after school hours
  - Off site on an arranged educational visit
  - Wearing a school uniform and so representing the school
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## PROMOTING GOOD BEHAVIOUR

The school behaviour system sets out high expectations for pupils' behaviour and emphasis is put very much on the positive. Clear routines that are known by all children are an important part of this, including walking quietly on the left hand side of corridors and coming into assemblies quietly. All adults in our school have a shared responsibility for adopting a policy of noticing, praising and rewarding good behaviour. Children are rewarded and encouraged by:

- Smiles
- Positive comments
- Positive feedback to parents
- Dojo messages to parents
- House points
- Dojo points (EYFS only)
- Class competition (PE)
- Golden Wall (Tree House)
- Superpounds (Y4-6 promoting responsibility for own equipment)
- Stickers for positive behaviour, good attitudes and kindness
- Certificates in Mentions Assembly relating to good behaviour

Classes can choose individual reward systems running alongside these whole school rewards that have been created for that particular class. There may also be individual reward systems for children with extra needs and support.

Children who have shown consistently good behaviour throughout a term will receive a certificate at the end of the term.

Where appropriate, poor behaviour may be ignored or checked with a look or a word from a member of staff – behaviour giving more cause for concern is dealt with according to the sanctions set out below.

## CONSEQUENCES FOR UNACCEPTABLE BEHAVIOUR

Although we strongly believe that positive rewards and encouragement are more important than sanctions in developing good behaviour, there are times when a child's behaviour is unacceptable.

Examples of this include:

- Refusing to cooperate with a member of staff even after a reminder
- Low-level disruption in class
- Refusal to complete work to an appropriate standard
- Hurting another child or member of staff
- Bullying i.e. persistent and intentional targeting of one child by another (or others)
- Using bad language in an aggressive manner to staff or children

**Staff should always tell a child why their behaviour is unacceptable and ensure the child understands this.**

The following sanctions are available to members of staff:

- Use of positive reinforcement using other children who are making appropriate choices
- A quiet look or comment to the child
- Use of emotion coaching techniques
- A verbal warning with an explanation about why the behaviour is unacceptable
- Moving the child within the classroom to give them a chance to change their behaviour
- 5 minutes time out in the parallel class
- Sending the child to the team leader for time out (5 minutes of breaktime will also be missed) – if this sanction is used, the class teacher should record the incident on CPOMS
- In case of repeated unacceptable behaviour or a serious incident, the child may be sent to SLT who will record this on CPOMS

## Tree House

- Eye contact, tone of voice and careful explanations are used as initial de-escalators
- Yellow card issued, displayed and reason explained in class if the unacceptable behaviour continues
- Red card issued and displayed in classroom if the unacceptable behaviour continues and 2 minutes playtime missed

## Lunchtimes

The following sanctions are available to members of staff at lunchtime:

- Use of positive reinforcement using other children who are making appropriate choices
- A quiet look or comment to the child
- Use of emotion coaching techniques
- A verbal warning with an explanation about why the behaviour is unacceptable
- Moving the child within the canteen or on the playground to give them a chance to change their behaviour
- Giving the child a period of time out, standing with a MDSA– if this sanction is used, the class teacher should be informed and a record made on CPOMS
- In case of repeated unacceptable behaviour or a serious incident, the child may be sent to SLT who will record this on CPOMS
- Persistent or serious misconduct at lunchtimes may result in lunchtime isolation or fixed term lunchtime exclusion
- The class teacher or Head teacher will inform parents of any major incidents involving their child at lunchtime

## SERIOUS MISCONDUCT

The following are regarded as examples of serious misconduct:

- Deliberate refusal to follow instructions
- Persistent disruptive behaviour
- Answering adults back in a disrespectful way
- Using foul or abusive language
- Violent behaviour towards other children, adults or school property
- Bullying (see separate policy)
- Racism
- Homophobia

The above may not be always dealt with in the same way as less serious incidents of disruptive behaviour. The following will apply where appropriate:

- The child may be sent immediately to the Head teacher and an immediate, fixed term or permanent exclusion may result if deemed necessary
- The Head teacher will inform the child's parents and invite them to school to discuss the incident and possible strategies to support the child to avoid further incidents
- The Governing Body may seek to exclude a child permanently or seek to arrange a managed move to another school if persistent challenging and unsafe behaviour does not improve following extensive input from the school. This remains an ultimate sanction and other solutions will always be sought.
- Where a child refuses to leave the classroom, a message ('red hand') should be sent to the Head teacher and the rest of the class removed where there may be any possibility of danger to those children

## PHYSICAL INTERVENTION

Staff will physically intervene with children only when the child's own safety or that of another child or adult is at risk. In the first instance the member of staff should aim to de-escalate the situation and remove the child or other children from the scene. If a child has to be handled this should only be done with another adult using the MAPA training principles. If an adult handles a child it should be reported to the head teacher or deputy head and discussed with parents or carers.

A Physical Intervention Policy is in place to support this.

## ROLE OF THE HEADTEACHER

- To ensure that the school behaviour policy is implemented consistently throughout school
- To report to Governors, with specific information regarding exclusions each term
- To ensure the health, safety and welfare of all children and adults are maintained at all times
- To support the staff in setting the standards of behaviour and implementing the policy
- To be a visible presence around school
- To maintain records of serious/persistent unacceptable behaviour
- To implement exclusions where necessary

## ROLE OF PARENTS/CARERS

- To cooperate with the school in implementing the behaviour policy, including praise for positive behaviour
- To support the school with the reinforcement of sanctions if their child behaves unacceptably
- To read and understand the behaviour policy, available on the school website, or from the school

## ROLE OF GOVERNORS

- To support the Head teacher in implementing the school behaviour policy
- To ensure that the policy is fair and effectively supports the ethos of the school
- To review the standards of the behaviour in school on a regular basis

## SUMMARY

By sharing our policy with whole the school community, we believe that we can work together to ensure the healthy growth and development of every child at Forest Town Primary School.

## REVIEW

This policy will be reviewed **annually** by SLT and presented at the Governor's Strategic Development Committee for their approval.