

Fallings Park Primary - BEHAVIOUR POLICY.

INTRODUCTION.

- This document is a statement of the aims, principles and strategies for **Behaviour and Supervision** at Fallings Park Primary School.
- This document was reviewed in July 2017

PURPOSE OF THE POLICY.

At Fallings Park Primary School we aim to establish a code of conduct to be applied consistently throughout the school which will allow each pupil to:

- maximise their learning potential
- take responsibility for their own behaviour
- develop self-discipline
- develop self-respect
- learn consideration and respect for other people and their particular needs

Principles

- every child has a right to learn and no child has the right to disrupt the learning of others
- the role of the environment is a key factor in fostering and promoting positive behaviour and play
- the school welcomes and encourages the process of co-operative involvement of the LA, governors, parents and others in the community.

Children's Responsibilities

- Work to the best of their abilities and allow others to do the same.
- Treat others with respect.
- Follow the instructions of all the school staff.
- Take care of the property and the environment in and out of the school.
- Co-operate with other adults and children.

Staff Responsibilities

- Treat all children fairly and with respect
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum
- Create a safe and pleasant environment both physically and emotionally.
- Use rules and sanctions clearly and consistently.
- Act as a good role model.
- Form good relationships with parents so that all children can see that key adults in their lives share a common goal.
- Work to meet the individual behavioural needs of children.
- Offer a framework for social education.

Governor Responsibilities

- Link governor to take a pro-active role in behaviour through involvement, where possible, with both staff and pupils during school hours
- Link governor and others where appropriate, to be involved in promotion of positive behaviour, policy review, monitoring, and disciplinary meetings

Parent Responsibilities

- Make children aware of appropriate behaviour in all situations.
- Encourage independence and self-discipline.
- Show an interest in all that their child does in school.
- Foster good relationships with the school.
- Support the school in the implementation of this policy.

WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR

- We make clear our expectations of good behaviour.
- We actively discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set, through example, standards of behaviour.
- We praise good behaviour both privately and publicly.

The School Values

- 1. Have high expectations of my own behaviour**
- 2. Have respect and consideration for others**
- 3. Help to keep myself and others healthy and safe**
- 4. Have pride in my work and do my very best**

Class teachers will be responsible for informing children of rules each term.

In addition to the School Rules

- Children are allowed in classes only when they are given permission by a staff member who is responsible for them as well as reminding pupils of fire drill procedures, behaviour and where the nearest member of staff is.
- No valuables, or special items of interest should be brought into school unless previously agreed with the class teacher. When it is necessary to bring money to school it must be brought in a clearly marked envelope
- Jewellery should only be worn in school when the item is an essential part of the child's culture. The only exception to this is small gold or silver 'stud' earrings
- No sweets should be brought into school
- Children should only touch other people's property with permission and should look after their own and school's property

Classroom Practice

In addition to the school rules, we also operate Learning Behaviours which are focused on in class.

- 'In It To Win It' – focuses on attendance every day in order to achieve their true potential
- 'Be Prepared' - focuses on pupils having the correct equipment for every lesson.
- 'Stick At It' – focuses on pupils having resilience to complete tasks
- 'Going The Extra Mile' – focuses on pupils doing more than the bare minimum and showing initiative for independent learning

Each class displays its own code of classroom behaviour. These promises should be positive and cover the following:-

Attitude to work
Attitude to each other
Care of classroom equipment
Care of own and other's equipment
Movement around the classroom, e.g. please walk in the classroom

Class rules are made in the form of a class "Promise" which the children are asked to keep. The "Promises" are made in order to make our school a pleasant place to be in.

Children may wish to sign the Promise.

WHAT WE DO IF A PUPIL EXPERIENCES DIFFICULTY WITH THEIR BEHAVIOUR

Support for Pupils

Principles

- All pupils take responsibility for their own discipline
- All pupils have a right to support and advice regarding their discipline
- All pupils are given opportunities to reflect upon and change their behaviour
- Expectations and consequences are always made clear

Procedures

Stage 1: In-class strategies.

Teacher employs in-class strategies such as reminding the child of the nature of their behaviour, losing playtime, clarifying school values, supporting the child in understanding action and consequence of poor behaviour – this may involve discussion with the AHT.

Our school uses an in class 'traffic light' system used to encourage the child to choose to behave appropriately and to remind the child of the consequences of choosing not to.

Stage 2: Referral

Referral will result from a pupil persistently not adhering to School Values or a single incident. It is the point at which the AHT MUST be involved in the process.

Procedure

- Teacher informs pupil that they are to receive a referral and why they have been referred.
- Teacher completes first stage of behaviour module on SIMs using the 'further intervention required' classification. This involves selecting the type of behaviour issue.
- Teacher makes contact with AHT to inform them of the referral details.
- AHT follows up the referral – this can be a variety of strategies such as the form of an interview, phoning parents, losing playtime and/or referring to parents.
- AHT records the nature of misdemeanour using coded school rules in SIMs and changes the further intervention classification to 'resolved'.
- AHT sends referral letter (appendix A) to parents with the pupil.
- Pupil returns confirmation slip to class teacher or parent enquiries.
- Pupil Hub Manager collects confirmation slips from office and records confirmation from the parent/carer via acknowledgement slip.
- Pupil Hub Manager changes to 'actions agreed' classification on SIMs
- Pupil Hub Manager files the acknowledgement slip
- AHT closes the referral case

NOTE: Pupil Hub Manager will follow up cases where parents persistently do not confirm referrals

Procedure for a pupil being referred regularly:

- Assistant Headteacher sends Concern Letter (Appendix B) letter to arrange a meeting with parents. If pupil continues being grounded then Stage 4 is accessed.
- AHT informs SLT

The policy should be adhered to and referrals should only be used where appropriate. It should not be used for minor misdemeanours e.g. forgetting their PE kit or homework. These should be dealt with by the class teacher. Parents are notified of referrals by letter each time. When recording a referral, the teacher should refer to the school values.

Stage 3: Stage 3 involves regular targeted behaviour support. It may also be used as a consequence of a serious breach of the rules, which requires immediate involvement of parents. Pupils may receive regular intervention from Learning Mentors at this point.

- Pupil placed on report card, (Appendix C) by a member of the Leadership team.
- AHT sends letter (Appendix D) to parent
- The behaviour report is recorded on SIMs by member of Leadership Team.
- Pupil presents report card to staff at end of each session
- Pupil presents report card to teacher at end of day
- Pupil takes card home for parent view and returns card following day.

Stage 4: Early Help Assessment Stage 5 is reached when Stage 4 has not achieved the results required. Following consultation with parents a written contract will be drawn up between the class teacher, parents and pupil in order to end the unacceptable behaviour. A contract for behaviour improvement must be rigorous and rigid. The contract will state explicitly the school's expectations of the pupil, the rewards and the consequences for keeping and breaking it. These rewards and consequences must be reinforced at home as well as at school and thus the contract requires daily oral/written communication with home. The assistant head must be consulted about contracts, providing support to the pupil, teacher and parents/carer.

All necessary data about pupils and their contracts with progress reports must be logged in Behaviour module of SIMs. The assistant head teachers will monitor the Behaviour modules on a termly basis.

Stage 5: Temporary Exclusion from Class/School; Repeated failure to respond to the Behaviour Policy and/or certain specified serious misdemeanours may result in temporary exclusion either from class but within the school or exclusion from the school. Decisions to exclude pupils temporarily from class or school require consultation between the class teacher or member of staff most closely concerned and the senior leadership team.

If the pupil is to be excluded from class only, then s/he should be placed by agreement with a teacher of a younger stable year group or possibly under the direct supervision of the Head teacher. The parents need to be informed of such an action as soon as possible by the Head teacher.

If the behaviour warrants temporary exclusion from school then the decision will be taken by the headteacher or deputy and parents informed as soon as possible, verbally and in writing.

Stage 6: Permanent Exclusion from School; Permanent exclusion will automatically occur for specified actions agreed between Governors and Head teacher. It may also occur if all previous 6 Stages have been exhausted to no avail and following close consultation between the Head teacher, and Governors.

Support for Parents and Carers

Principles

- All parents and carers play a key role in the discipline of their child
- Parents and carers have a responsibility to inform staff if they are aware of behaviour issues occurring within the school
- All parents and carers can acknowledge difficulties and ask for help knowing that it will be offered uncritically

Procedures

- Parents are informed whenever there is a cause for concern regarding the behaviour of their child, or if the their child's welfare is affected by a behaviour issue
- The school may offer support through the healthy schools programme, or health agencies such as the school nurse
- The school offers support to pupils and parents through SIP support. This is a multi agency team that supports pupils, parents and staff in behaviour improvement.
- The school offers support through the Inclusion team. These staff support attendance, homework, behaviour and emotional well-being in pupils

Support for Staff

Principles

- All staff will take responsibility for school discipline.
- Unacceptable behaviour should be dealt with in accordance with school discipline procedures.
- All staff are role models, and should model good discipline through all aspects of their work – particularly in their response to poor pupil behaviour
- All staff, including non-teachers, can acknowledge difficulties and ask for help knowing that it will be offered uncritically.

Procedures

- The staff concerned should deal with unacceptable behaviour immediately.
- The Assistant Heads, Deputy Head Teacher or Head Teacher must be involved in more serious incidents and when parents are likely to enquire about the incident.
- Duty staff or dinner supervisors should inform class teachers at the end of break time of incidents that appear likely to have implications for the teaching session

Fallings Park Primary School

Pupil Name: _____ **Date:** _____

Dear Parent/Carer

Unfortunately your child has not followed one of our school values today and as a result has been referred to the Assistant Head Teacher

If a child is referred at Fallings Park they will spend time with the Assistant Head, reflecting on how to ensure they follow school values. If your child is absent they will attend a referral meeting on return to school. The school value that your child has had difficulty following is marked below.

Our School Values

- 1. **Have high expectations of my own behaviour**
- 2. **Have respect and consideration for others**
- 3. **Have pride in my work and do my very best**
- 4. **Help to keep myself and others healthy and safe**



Staff will have explained why your child has been referred, and your child will be able to discuss this with you.

Please sign and return the reply slip below to confirm that you have received this letter. If you wish to discuss your child's behaviour further, please contact school via Parent Enquiries to arrange an appointment.

✂ _____

Fallings Park Primary School: grounding confirmation slip – please return to Parent Enquiries

Pupil Name: _____ **Date:** _____

Parent/Carer: _____

Signed Parent/Carer: _____

For Office Use Only

Acknowledgement recorded (SIMS)



Fallings Park Primary School
Old Fallings Lane
Wolverhampton
WV10 8BN
Tel: 01902 558375
Fax: 01902 558376
14 November 2016

Dear

As you will be aware, behaviour has led to them being grounded on 8 occasions over a very short period. This includes an extremely serious incident when he refused to follow instructions and swore at staff.

We would like to discuss this further with you and have arranged an appointment for you on . Please complete and return the acknowledgement slip below using the stamp addressed envelope provided.

As part of our behaviour policy we offer support for pupils who are experiencing difficulties in school and this may be a service that your child could benefit from. It is also important that parents support the school in this matter.

Yours sincerely,

J Hopkins
Head Teacher

.....

I confirm that I will/will not (delete as appropriate) be attending the meeting on

Name of child

Name of parent/carer

Signed



Fallings Park Primary School
Old Fallings Lane
Wolverhampton
WV10 8BN
Tel: 01902 558375
Fax: 01902 558376

14 November 2016

Dear Parent/Carer,

Unfortunately (name of child) broke several of our school values yesterday as outlined below:

He disrupted learning in class.
He was rude to staff on several occasions.
He refused to follow instructions.
He walked away from staff.

Some of this behaviour was during after school club.

As a result, we are unable to allow (name of child) to attend any of our After School Clubs until further notice until we can be sure that he is able to follow instructions and follow the values of our school.

I would welcome a meeting with you in order to discuss how you can support the school in its work to improve their behaviour. Please do not hesitate to contact me.

J Hopkins

Head Teacher

	Lesson 1	Lesson 2	Playtime	Lesson 3	Lunch	Lesson 4	Lesson 5	Total and Parent sign
Monday	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Tuesday	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Wednesday	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Thursday	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Friday	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	

1) Points total needed

Reward

FALLINGS PARK PRIMARY SCHOOL

	Lesson 1	Lesson 2	Lesson 3	Lunch	Lesson 4	Lesson 5	Total and parent sign
Monday	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Tuesday	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Wednesday	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Thursday	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	
Friday	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	

1) Points total needed

Reward

FALLINGS PARK PRIMARY SCHOOL