



## **Aims**

- To develop a whole school behavioural policy supported and followed by the whole school community, (governors, parents, children, teachers and all non teaching support staff) based on a sense of community and shared values.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a secure and happy environment.
- To treat problems when they occur in a caring and sympathetic manner in order to achieve an improvement in behaviour.
- To encourage good behaviour by providing acknowledgement and praise, rather than to just provide sanctions following bad behaviour.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To teach through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self discipline and encourage, in children, a respect for themselves, for other people and for property.
- To deliver the outcomes intended for children in the Every Child Matters goals e.g.
  - Be healthy
  - Stay safe
  - Enjoy and achieve
  - Make a positive contribution
  - Achieve economic well-being

## **Code of Conduct**

- All members of the school community should respect each other.
- All children are encouraged to respect and care for their own and other people's property and the property of our school.
- Children should walk with care when moving around the school and show respect for others, interacting with them politely at all times e.g. being quiet, holding doors open, saying please and thank you etc.
- If a child has a grievance against another child, help should be sought from an adult who will deal with the issue appropriately.
- Physical violence is not acceptable, even in retaliation.
- Foul, abusive or racist language must not be used.
- Children should wear the correct school uniform. For reasons of health and safety jewellery, trainers, open toed shoes or sling-back shoes should not be worn. Hair attire should be simple and preferably in school colours. Watches may be worn but should be marked with the owner's name and removed and handed to the class teacher during PE lessons. Ear rings are discouraged but if worn should be of the stud type only and earrings should not be worn for PE lessons.

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## **General Procedures and Rules**

### **Behaviour rules**

Children are expected to be responsible for their own reasonable behaviour at all times

#### Not acceptable

- Running in school
- Loud behaviour likely to disturb others
- Destruction of property
- Swearing
- Fighting / rough behaviour
- Bad manners

#### To be encouraged

- Respect for all adults working within the school (and for each other)
- Consideration for the feelings of other members of the school community
- Respect for the property of others and the school environment
- Courtesy and good manners
- Self control

### Children who misbehave at playtime

(See Lunchtime Behaviour Policy for guidance on difficulties that arise during the midday break)

- Children who misbehave in the playground are firstly encouraged to talk and think about their actions and its effect on others. However, we have established a system of sanctions:
- Stand by the member of staff on duty or stand by the wall for a short period.
- If the offence is repeated or severe, the child should be sent in to stand in the corridor by the school office and the privilege of playtime is withdrawn.
- For more serious cases, the Head will speak to the child and the parent may be asked to come into school to discuss their child's behaviour.

### Children who misbehave in the classroom.

A similar pattern of sanctions has been established.

- The matter is dealt with by the class teacher initially who may apply a variety of strategies. For example, the child may be asked to sit and work quietly at a table on their own, or the child may be required to spend part of his/her playtime completing work that should have been completed during the lesson etc.
- The child may be sent to the Head teacher. The child's parents may be asked to come into school to discuss the issues.
- For more serious cases, the 'Exit System' will be triggered. See pages 3-5
- NB children who misbehave should **not** be sent to stand outside the classroom.

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This code of conduct has been formulated with the safety and wellbeing of the children in mind and to enable the school to function efficiently as a place of learning.

The schools **ABC** code of behaviour supports the behaviour policy

**A**sk for help if you have a problem with your work or friendships

**B**est work and best behaviour.

**C**are, courtesy and consideration for others and property.

### **Incentives**

A major aim of the school policy is to encourage all children to practise good behaviour and to take a pride in our school, by operating a system of praise.

The Firs' scheme is based on merit awards through which children can be rewarded for academic and non academic achievements, for effort, for being caring and for all aspects of good work and behaviour.

Achievements, both class and individual, will be celebrated each week in Monday's merit assembly, where each teacher selects pupils from their class to receive a merit badge (to wear on their uniform for a week until the next assembly) and a certificate (to take home to their parents after being displayed in the classroom.) A class merit rosette is also given occasionally for whole class achievement.

Children are encouraged to display their achievements in and out of school, both in assembly, on their own class notice boards and on the 'Home Achievement' board in the hall.

Most children respond to this positive approach where their efforts are seen to be valued and they make considerable efforts to improve their work and, where necessary, their behaviour.

The school's ABC behaviour code is displayed around the school and referred to in assemblies and PSHCE, in order to reinforce good behaviour.

Individual class rules and incentive systems are also used to reinforce school values.

### **Sanctions and 'Exit' System**

The majority of the children at The Firs are very well behaved, they are kind and caring towards others, they respect school and other children's property, are polite to other children and all adults and they respond positively to their teachers' requests. The ABC code of behaviour is encouraged and, in addition, each class develops its own set of agreed rules. All staff share the responsibility of maintaining good standards of behaviour throughout the school. Minor breaches of discipline and general behavioural issues will continue to be dealt with by the class teachers. This will be done in a caring, supportive and fair manner, with some flexibility regarding the situations and age of the child, as far as sanctions are concerned. The normal agreed classroom sanctions will be used e.g. being spoken to by the teacher, missing a playtime etc.

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Parents will be informed, where appropriate, at the discretion of the teacher. If a problem persists, a child may be placed on a daily or weekly report system, in order to monitor their behaviour; this would be done with parental support and involvement.

A very small number of pupils however, will on occasions, try to push the boundaries and for this reason it is important that there is a clear policy and system of procedures so that new teachers, children and parents all know what to expect and that more serious incidents are dealt with consistently throughout the school.

A feature of the 'Exit System' is the 'moderator'. There will be two moderators, one in Key Stage 1 and one in Key Stage 2. A child in Key Stage 1 will be sent to speak to the moderator in Key Stage 2 and vice versa.

**Step 1 – A Warning**

More serious issues- e.g. refusing to comply with a teacher's reasonable requests.

The class teacher will investigate thoroughly. The class teacher will talk to the moderator (or if unable to do so, will send a note) informing them of the misdemeanour and the child is sent to the moderator the same day. The moderator will then speak to the child. The class teacher will inform the head teacher and the parents, (preferably by phone call).

**Step 2 – The Pre-Exit**

When the incident is more serious e.g. swearing at an adult ( or the child continually repeats the same undesirable behaviour) the child will be sent to the moderator with an account of the problem, who will discuss the issue with the child and then the child's name and the offence will be entered into the moderator's 'Pre-Exit' book. The parents will be informed by the child's teacher. The class teacher will inform the head teacher.

**Step 3 - The Exit**

The Exit is reserved for either a very serious incident e.g. deliberately injuring another child or when the child has accumulated two Pre- Exits. Following the class teacher's discussion with the moderator, the child will be sent to the moderator's class for a period equivalent to a whole school day and playtime/lunchtime break times will be suspended. The child's class teacher will provide some unaided work for the child to do in the moderator's room and they will miss normal lessons. The child's name and the incident will be recorded in the Exit book. The headteacher and parents will be informed.

**Step 4 - Parents called into school**

If a child receives a second Exit in one year, then a meeting will be held in school between the head teacher, class teacher, parents and moderator.

The child will be put onto a Pastoral Support Plan. (An individual behaviour programme).

**Step 5 - Involving the Governors**

If a child is given a third exit then a meeting with the parents will be called and, in addition to the adults present at the previous meeting, a governor will attend. In the unlikely event that a child receives more than 3 Exits within a school year, then a temporary exclusion may be considered.

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'Exit' System - Practical notes

- All actions and discussions will take place as soon as possible after the incident i.e. on the first suitable time after the event on the same day. The only exception will be if the incident happens very late in the day and in those circumstances the child will be asked to speak to the moderator first thing the next morning.
- The moderator will only take one 'Exit' child at a time into their class. If two children present themselves on the same day then the second child will talk to the moderator, then be sent to the parallel year group class.
- Moderators will use their discretion, there may be times when it is not appropriate for a child to join the moderator's class e.g. if a sibling is in the moderator's class or the moderator's class is involved in a special activity day.
- The period that a child on an 'Exit' spends with the moderator could be one full day or for example from 11.00am one day to 11.00am next day.
- If a child is absent on their 'Exit' day then it will take place on their return to school.
- The EXIT file will be kept in the school office.
- The moderators will inform the Head at the daily morning briefing sessions of any children receiving 'Pre-Exits' or 'Exits'.
- In the unlikely event that a child received more than 3 'Exits' within a school year, then the parents, class teacher moderator, head teacher and governor would meet again and a temporary exclusion may be considered.
- At the end of the year the slate is wiped clean and children are given a fresh start in their new class.
- In the unlikely event that a very serious (violent) incident occurs, by-passing the 'Exit' system and moving straight to a temporary exclusion may be considered.

**Procedures for dealing with very serious breaches of discipline.**

- Parents will be contacted and informed of the problem. A Pastoral / Behaviour Support Plan will be created to support the child.
- Outside agencies may be contacted for support.
- Further meeting(s) with parents, where parents are made aware that unless there is an improvement in the child's behaviour, the child may be excluded on a temporary basis.
- If the problem is severe or recurring, then exclusion procedures will be implemented. The Governing body will be informed.
- A case conference will be held with parents and support agencies. Re-integration strategies and Support Plans will be reviewed.
- Permanent exclusion would take place after consultation with the Governing body and LA.

N.B. An extremely serious problem/incident may result in the normal procedure being by-passed and a child being excluded immediately.

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**Care and management of children's behaviour**

At all times staff should encourage good behaviour through praise and rewards. No member of staff must in any way physically chastise a child.

If there is need for sanctions, then the following may be used depending on each child's needs:

- Redirect the child to another activity
- Talk to the child - discuss what has happened
- Discussion in groups or whole class e.g. circle time
- Move the child from the group to work on his / her own
- The child misses playtime(s) (N.B. children must be supervised and they are usually sent to stand / sit in the entrance hall or asked to walk with a member of staff on duty)
- Behaviour modification programmes – e.g. 'solution focused approach' etc. where targets can be set and changed as behaviour patterns are altered.
- A daily report book which is shared with parents
- Use of 'Exit' System (see pages 3-5)
- Serious incidents are reported to the Head teacher and entered in the 'Serious incident folder' / 'County Behaviour Log'. (Used to record any incidents or matters of a serious nature.)
- Speaking to the parent at the end of the day.

**Lunchtime Supervision (See 'Lunchtime Behaviour' Policy for more details)**

- At lunchtime the supervision is carried out by the Senior Supervisor and the team of lunchtime supervisors who are expected to maintain order. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being removed from the situation and standing by the supervisor to take the heat out of the situation or being sent to stand by the office. In case of problems or when the child repeatedly re-offends the Senior Supervisor will speak to the Headteacher.
- The children are expected to treat the Senior Supervisor and lunchtime staff with the same respect they are expected to show to all adults (teachers and support staff). Verbal or physical abuse towards adults will not be tolerated.
- Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or Deputy / SLT.
- The Senior Supervisor keeps a written note of children exhibiting bad behaviour. When a child's name has been entered three times in her book they are automatically referred to the Headteacher.
- This results in loss of playtime or privileges and the child's parents are informed. For very serious cases, if there is no improvement, the child may be excluded from the premises at lunchtime for a fixed period. This will be followed if necessary by permanent exclusion.

**How Parents can help:**

- By recognising that an effective school behaviour policy requires a close partnership between parents, teachers and children.
- By signing the home-school agreement and discussing the school rules with their child, emphasising their support of them and assisting where possible with their enforcement
- By attending parent consultation evenings
- By knowing that learning and teaching can't take pace without sound discipline.
- By working closely in partnership with the school in the best interests of the child.