



## **Aims**

- To ensure there is a whole school behavioural policy supported and followed by the whole school community, (children, parents, governors and all staff) based on a sense of community and shared values.
- To ensure that children are safe, healthy and enjoy their learning in school, in order to allow them to achieve well and make a positive contribution to the school and wider community to which they belong.
- 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 expect the highest standard of behaviour from all pupils at all times.
- 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 encourage in all pupils, a 'growth mind-set', where a positive attitude is seen as the gateway to success, where mistakes are valued as opportunities to learn and where the belief that all can improve and 'do their best', is cherished. (See information on A Growth Mind-Set on school Learning Platform).

## **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 problem with another child, help should be sought from an adult in school, who will deal with the issue appropriately.
- Physical violence is not acceptable, even in retaliation.
- Foul, abusive or racist language must not be used.

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.

## **1. School Uniform**

It is important that pupils wear their uniform correctly in line with details in the school prospectus. Pupils should be taught to take pride in their appearance and in all their work. Children will be reminded of the need to be 'Smart Learners'. (There is evidence showing that where uniform is enforced pupils have higher levels of achievement.)

## The Firs Lower School Behaviour Policy

### 2. General Procedures

The schools **ABC** code of behaviour supports the behaviour policy and this code will be referred to in conversations with pupils, as well as being re-enforced in assemblies and class work.

- **A**sk for help if you are have a problem with your work, friendships or if anything is making you unhappy.
- **B**est work and best behaviour.
- **C**are, courtesy and consideration for others and property

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 be managed in a caring, supportive and fair manner, with some flexibility regarding the individual needs and age of the child, as far as sanctions are concerned.

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 feature of the school's approach to managing behaviour will be the use of 'Behaviour Moderators'. 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.

In managing behaviour related issues, the stages set out in Appendices A-C should generally be followed. The needs of the individual child should be taken into consideration however and professional judgement should be used in terms of the response made, especially for children with special needs.

### 3. 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 Friday'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 Firs Lower School  
**Behaviour Policy**

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.

#### **4. Behaviour rules**

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

##### Not acceptable

- Being unkind / hurting others
- Bullying
- Racist language or behaviour
- Destruction of property
- Bad manners
- Swearing
- Running in school
- Not listening to / not responding appropriately and respectfully to adults

##### To be encouraged

- Care and consideration for the feelings of other members of the school community
- Respect for all adults working within the school (and for each other)
- Respect for the property of others and the school environment
- Asking for help from adults to resolve difficulties or disputes
- Courtesy and good manners
- Self-control
- A positive 'growth mindset'.

#### **5. Guidance on 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:

- Refer to the School ABC code
- 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 social time or playtime/lunchtime(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. 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 (stages 4-7 )
- Speaking to the parent at the end of the day.
- Referral to School Learning Mentor
- (Some pupils may attend some sessions in the school Nurture Provision.)

The Firs Lower School  
**Behaviour Policy**

**6. Anti Bullying**

(See Anti Bullying Policy)

All children have the right to be safe in school, to learn and achieve their best. Any instances of bullying will be dealt with promptly, following the agreed stages of response (see Appendices A-C) and following the procedures in the Anti Bullying Policy. Staff will keep parents fully informed, so they can work with them in partnership to resolve the issue positively.

**7. 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 place without sound discipline.
- By working closely in partnership with staff in school.

The Firs Lower School  
**Behaviour Policy**

**Appendix A – Procedures for Classroom Issues**

- **Stage 1 – Class behaviour systems** - 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 think about their actions and their consequences, 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. The class teacher may employ behaviour management systems such as reward charts etc. (N.B. children who misbehave should **not** be sent out of the classroom where they cannot be supervised.)
- **Stage 2 – Year group level** - The next Stage (for small breaches of the behaviour policy e.g. calling out repeatedly, minor disruptive behaviour etc.) will be to employ agreed year group approaches, such as the parallel teacher talking to the child, asking the child to work for a period of time in the parallel class etc. (This might not be appropriate in certain circumstances such as if the teacher is not present or perhaps an NQT new in post etc).
- **Stage 3 – Involvement of Key Stage Leader** - If the behaviour persists or for a more serious problem (e.g. refusing to comply with a teacher's reasonable requests, actions which impact negatively on other children, rudeness, repeated disruptive behaviour etc. (despite interventions at stage 1 and 2) the child will be taken to see the Key Stage (KS) Leader in their key stage. The key stage leader will then speak to the child, issuing them with a warning about their behaviour. The class teacher will contact the parents (preferably by phone call). This will be logged along with the consequence decided upon by the KS Leader in the Key Stage Behaviour Record. If the KS leader is not in school then it is referred to an alternative member of the SLT (not AC if possible). (If the child has particular needs recorded on the School Inclusion Register a discussion between the class teacher / KS Leader and head or SEN-Co will determine an appropriate response / sanction.)
- **Stage 4 - An Exit – Involvement of Headteacher and Opposite Key Stage Leader** - The Exit is reserved for a more serious incident e.g. an incident impacting seriously on the well-being of another child, destruction / damage of property etc. or for continually demonstrating undesirable behaviour (despite the involvement of the KS Leader at stage 3). Following the class teacher's discussion with the KS Leaders / Headteacher, the child will be asked to see the Headteacher and the Opposite Key Stage Leader (generally in the head's office), who will talk briefly to the child about their behaviour. They will then spend the equivalent of a half or whole school day in the class of the Opposite Key Stage Leader. (playtime/lunchtime break times may also be suspended) (see 'Playtime Issues' section and 'Lunchtime Behaviour' policy). The child's class teacher will provide some unaided work for the child to do and they will miss normal lessons. The incident will be recorded using the on line G2 recording system by the Headteacher. A print out will be kept in the Key Stage Behaviour Record for the KS the child belongs to. The parents will be informed by the Headteacher and may be invited to a meeting in school to discuss the issue.
- **Stage 5 – First formal review meeting** - If a child receives further Exits in the same year, then a meeting will be held in school between the head teacher, class teacher,

The Firs Lower School  
**Behaviour Policy**

parents, a Key Stage Leader and/or SEN-Co. The child will be put onto a Pastoral Support Plan. (An individual behaviour programme).

- **Stage 6 – Second formal review meeting** - If despite support at stage 5, a child has further Exits, then a further meeting with the parents will be called. The child's Pastoral Care Plan will be reviewed and outside agencies may be contacted for support.
- **Stage 7 – Exclusion process** – The formal exclusion process may be considered by the headteacher in the event of:
  - A serious incident for a child who has already had a number of exits in that academic year or;
  - \*Serious breaches of the school's behaviour policy (e.g. serious actual or threatened violence against another child or a member of staff) or where;
  - \*Allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school and more time is needed to plan for the child's safe re-inclusion.

If it is deemed appropriate and the exclusions process is applied, it will follow current DfE guidelines. This would initially involve a 'fixed term' exclusion, but could ultimately result in a 'permanent exclusion.' Outside agencies **will** be contacted for support and parents / the Chair of Governors will be kept fully informed. At this stage, the process will be managed by the Headteacher, (liaising closely with the class teacher, KS Leader and SEN-Co as appropriate.) Re-integration following exclusion may include a range of strategies as part of the child's Pastoral Care Plan, designed to facilitate the process successfully and will be communicated to parents at a re-inclusion meeting.

An extremely serious problem/incident may result in earlier stages being by-passed and a child being excluded as per Stage 7 above immediately.

\* A decision to exclude a child is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with behaviour difficulties following a wide range of other strategies, which have been tried without success. It will be an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort.

\* *These statements are taken from DfE guidance.*

**Appendix B - Procedures for Playtime Issues**

- **Stage 1 – Discussion with pupil, managed by staff on duty** - The matter is dealt with by the member of staff on duty initially who may apply a variety of strategies. For example, the child may be asked to think about their actions and their consequences, asked to apologise where appropriate etc.
- **Stage 2 – Withdrawal of social time, managed by staff on duty / class teacher** – For repeated bad behaviour following intervention at stage 1 or a more serious incident (such as being unkind to another pupil) the child may be asked to Stand by / walk with the member of staff on duty, or sit on a ‘time out’ bench for a period of time, or for the rest of playtime. The class teacher should be informed at the end of playtime by the member of staff on duty.
- **Stage 3 – Involvement of Key Stage Leader** - If the behaviour persists or for a more serious problem (e.g. refusing to comply with the duty staff’s reasonable requests, actions which impact negatively on other children, rudeness, repeated disruptive behaviour etc. (despite interventions at stage 1 and 2) the child will be taken to see the Key Stage (KS) Leader in their key stage. The key stage leader will then speak to the child, issuing them with a warning about their behaviour. The class teacher will contact the parents (preferably by phone call). This will be logged along with the consequence decided upon by the KS Leader in the Key Stage Behaviour Record. If the KS leader is not in school then it is referred to an alternative member of the SLT (not AC if possible). (If the child has particular needs recorded on the School Inclusion Register a discussion between the class teacher / KS Leader and head or SEN-Co will determine an appropriate response / sanction.)
- **Stage 4 – A Playtime Exit – Involvement of Headteacher** - The playtime Exit is reserved for a more serious incident e.g. an incident impacting seriously on the well-being of another child, destruction / damage of property etc. or for continually demonstrating undesirable behaviour (despite the involvement of the KS Leader at stage 3). Following the class teacher’s discussion with the Key Stage Leader / Headteacher, the child will be asked to see the Headteacher (generally in the head’s office), who will talk briefly to the child about their behaviour with the class teacher and/or KS Leader. They will then spend an agreed number of playtimes ‘exited’ from the playground. These will be spent in the corridor area supervised by the office staff. The parents will be informed and may be invited to a meeting in school to discuss the issue. This will all be logged using the on line behaviour recording system by the headteacher. A print out will be given to the KS Leader to be kept in the KS Behaviour Record.
- **Stage 5 – First formal review meeting** - If a child receives further Exits in the same year, then a meeting will be held in school between the head teacher, class teacher, parents, a Key Stage Leader and/or SEN-Co. The child will be put onto a Pastoral Support Plan. (An individual behaviour programme). Outside agencies may be contacted for support.
- **Stage 6 – Second formal review meeting** - If despite support at stage 5, a child has further Exits, then a further meeting with the parents will be called. The child’s Pastoral Care Plan will be reviewed and outside agencies may be contacted for support.

The Firs Lower School  
**Behaviour Policy**

- **Stage 7 – Exclusion process** – The formal exclusion process may be considered by the headteacher in the event of:
  - A serious incident for a child who has already had a number of exits in that academic year or;
  - \*Serious breaches of the school’s behaviour policy (e.g. serious actual or threatened violence against another child or a member of staff) or where;
  - \*Allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school and more time is needed to plan for the child’s safe re-inclusion.

If it is deemed appropriate and the exclusions process is applied, it will follow current DfE guidelines. This would initially involve a ‘fixed term’ exclusion, but could ultimately result in a ‘permanent exclusion.’ Outside agencies **will** be contacted for support and parents / the Chair of Governors will be kept fully informed. At this stage, the process will be managed by the Headteacher, (liaising closely with the class teacher, KS Leader and SEN-Co as appropriate.) Re-integration following exclusion may include a range of strategies as part of the child’s Pastoral Care Plan, designed to facilitate the process successfully and will be communicated to parents at a re-inclusion meeting.

An extremely serious problem/incident may result in earlier stages being by-passed and a child being excluded as per Stage 7 above immediately.

\* A decision to exclude a child is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with behaviour difficulties following a wide range of other strategies, which have been tried without success. It will be an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort.

*\* These statements are taken from DfE guidance.*



The Firs Lower School  
**Behaviour Policy**

**Appendix C – Procedures for Lunchtime Issues**

(See Lunchtime Behaviour Policy for further guidance on procedures for lunchtime)

- **Stage 1 – Discussion with pupil, managed by lunchtime supervisor** - The matter is dealt with by the supervisor on duty initially, who may apply a variety of strategies. For example, the child may be asked to think about their actions and their consequences, asked to apologise where appropriate etc. (See Lunchtime Behaviour Policy section E).
- **Stage 2 – Withdrawal of social time, managed by lunchtime supervisor / Senior Supervisor** – For a more serious incident (such as being unkind to another pupil) the child may be asked to stand by / walk with the member of staff on duty, or sit on a 'time out' bench for a period of time, or for the rest of lunch time. The Senior Supervisor should be informed at the end of lunchtime (or during lunchtime if appropriate) by the lunchtime supervisor. (At times, when deemed necessary, a 'zero tolerance' approach will be used and stage 2 will be omitted – children will be informed when this is the case).
- **Stage 3 – Managed by Lunchtime Senior Supervisor / KS Leader** - If the behaviour is repeated or more severe, the child should be sent in to the school office where the matter will be looked at by the LSS and the privilege of lunchtime play may be withdrawn. The LSS will speak to the child about their behaviour. (The LSS will inform the Headteacher (or a KS Leader) if it is thought appropriate / if their support is required.) The class teacher should be informed at the end of lunchtime by the Senior Supervisor. A 'Lunchtime Incident' report will be completed. This will be filed in the appropriate KS Behaviour Record. If the child has particular needs recorded on the School Inclusion Register a discussion between the class teacher / KS leader and head or SEN-Co will determine an appropriate response / sanction. (If deemed necessary by the SLT, a period of 'zero tolerance' will be run and children who do not follow the rules will be immediately sent to see the LSS or KS Leader at an appropriate location and they will miss the rest of lunchtime.)
- **Stage 4 – A Lunchtime Exit – Involvement of Headteacher** - The lunchtime Exit is reserved for a more serious incident e.g. an incident impacting seriously on the well-being of another child, destruction / damage of property etc. or for continually demonstrating undesirable behaviour (despite the involvement of the LSS at stage 3). Following the LSS discussion with the Key Stage Leader / Headteacher, the child will be asked to see the Headteacher (generally in the head's office), who will talk briefly to the child about their behaviour with the LSS. They will then spend an agreed number of playtimes 'exited' from the playground. These will be spent in the corridor area supervised by the office staff. The parents will be informed (and may be invited to a meeting in school to discuss the issue). This will all be logged using the on line behaviour recording system by the headteacher. A print out will be filed in the KS Behaviour Record.
- **Stage 5 – First formal review meeting** - If a child receives further lunchtime Exits in the same year, then a meeting will be held in school between the head teacher, class teacher, parents, a Key Stage Leader and/or SEN-Co. The child will be put onto a Pastoral Support Plan. (An individual behaviour programme).

The Firs Lower School  
**Behaviour Policy**

- **Stage 6 – Second formal review meeting** - If despite support at stage 5, a child has further Exits, then a further meeting with the parents will be called. The child's Pastoral Care Plan will be reviewed and outside agencies may be contacted for support.
- **Stage 7 – Exclusion process** – The formal exclusion process may be considered by the headteacher in the event of:
  - A serious incident for a child who has already had a number of exits in that academic year or;
  - \*Serious breaches of the school's behaviour policy (e.g. serious actual or threatened violence against another child or a member of staff) or;
  - \*Allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school

If it is deemed appropriate and the exclusions process is applied, it will follow current DfE guidelines. This would initially involve either a 'lunchtime' or full day(s) 'fixed term exclusion', but could ultimately result in a 'permanent exclusion.' Outside agencies may be contacted for support and parents / the Chair of Governors will be kept fully informed. At this stage, the process will be managed by the Headteacher, (liaising closely with the Senior Supervisor, class teacher, KS Leader and SEN-Co as appropriate.) Re-integration following exclusion may include a range of strategies as part of the child's Pastoral Care Plan, designed to facilitate the process successfully.

An extremely serious problem/incident may result in earlier stages being by-passed and a child being excluded as per Stage 7 above immediately.

\* A decision to exclude a child is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It will be an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort.

\* *These statements are taken from DfE guidance.*

The Firs Lower School  
**Behaviour Policy**

**Appendix D - Protocols for responding to incidents**

- 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 appropriate member of staff first thing the next morning.
- KS Leaders 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 KS Leader, then be sent to the parallel year group class.
- KS Leaders 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 KS Leader's class or the class is involved in a special activity day.
- The period that a child on an 'Exit' spends with the KS Leader could be a half day or one full day (although the full day might for example from 11.00am one day to 11.00am next day).
- Where it is felt appropriate, a half or whole day 'Exit' may be applied following a playtime or lunchtime incident.
- If a child is absent on their 'Exit' day, then it will take place on their return to school.
- Serious incidents (and E safety Incidents) are reported to the Head teacher and entered in the 'Serious incident Log' (Used to record any incidents or matters of a serious nature.) in addition to being recorded on the on line system / in the KS Behaviour Record.
- Any racist incidents will be treated very seriously and will be dealt with thoroughly and appropriately, in line with the Racist Incidents Policy. They will be logged using the on line behaviour management system and a paper copy filed in the 'Racist Incidents Log.' (Head's room)
- Any incidents of bullying will be treated very seriously and will be recorded on the online behaviour system. A paper copy will be inserted along with the appropriate form in the 'Anti Bullying Log'. (Head's room)
- At the end of the year the 'slate is wiped clean' and children are given a fresh start in their new class.