

FLORENCE MELLY COMMUNITY PRIMARY SCHOOL



BEHAVIOUR POLICY

Florence Melly Community Primary School Behaviour Policy

September 2021

The purpose of this policy is to provide guidance of the powers members of our staff have to discipline pupils and sets out the expectations for all of our stakeholders - governors, staff, pupils and parents. At Florence Melly Community Primary we aim to provide a working environment where all members of the school community feel safe and secure. The policy aims to ensure this is achieved and aims to improve the quality of pupil behaviour in our setting.

1. This policy contains guidance on:

- the school's approach to behaviour,
- the roles and responsibilities of staff and governors,
- the teaching of good behaviour,
- rewards and sanctions,
- detentions,
- the use of isolation,
- the use of reasonable force,
- confiscation of inappropriate items,
- managing pupil transition,
- behaviour at playtimes and outside the school gates,
- pupil support systems,
- liaison with parents/carers and other agencies,
- staff development and support,
- malicious allegations,
- legal duties.

2. This policy sets out measures (as part of our legal duty) to:

- (1) Promote good behaviour, self-discipline and respect.
- (2) Prevent bullying.
- (3) Ensure that pupils complete assigned work.
- (4) Regulate pupils' conduct - Section 89 (1) of the Education and Inspections Act 2006.

When deciding what these measures are, the Headteacher has taken into account the Governing Body's statement of behaviour principles. The Headteacher has regard to any guidance or notification provided by the Governing Body which includes the following:

- Screening and searching pupils,
- The use of reasonable force,
- Disciplining pupils beyond the school gate,
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour,
- Pastoral care for staff accused of misconduct.

3. Aims of our Positive Behaviour Policy

The aims of this policy are:

- (1) To reinforce the school's six core values.
- (2) To encourage a calm, purposeful and happy atmosphere within school that is conducive to learning.
- (3) To help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- (4) To develop a consistent approach to behaviour throughout the school with parental cooperation and involvement.

- (5) To encouraging our pupils to co-operate with one another and with the adults in school.
- (6) To ensure that everyone is clear about their role when managing a pupil's behaviour.
- (7) To make the children aware of unacceptable behaviour.
- (8) To encourage increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour.

4. The School's Consistent Approach to Behaviour

At Florence Melly Community Primary School, we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly and fair. Our school has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through positive role-modelling, by adults who care for them in school and through well developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

5. Roles and Responsibilities

Behaviour Management is the responsibility of **all** stakeholders at Florence Melly Community Primary.

We are committed to encouraging good behaviour in an atmosphere of mutual respect. A clear school behaviour policy, consistently and fairly applied, underpins effective education. All stakeholders should be clear of the high standards of behaviour expected of all pupils at all times. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

5. The Responsibilities of the Headteacher

- (1) 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.
- (2) The Headteacher supports the staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy.
- (3) The Headteacher supervises records of all reported serious incidents of misbehaviour.
- (4) The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

5. The Role of the Class Teacher

- (5) It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- (6) The class teacher will discuss the whole-school rules (see **Appendix 1**) with their class at the start of the new academic year and reinforce these at least half-termly.

- (7) These will be clearly displayed in every classroom and communal rooms across the school.
- (8) In addition to the school rules, classes will have their own classroom codes or charters, which are agreed by the children and displayed on the wall of the classroom, next to the whole-school rules. In this way, every child in the school knows the standard of behaviour that we expect in our school.
- (9) The class teacher must hold high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability.
- (10) The class teacher must treat each child fairly, with respect and understanding and enforce the school rules and classroom code/charter consistently.
- (11) For all low level incidents (Stage 1), the class teacher must deal with incident him/herself, following the agreed consequence procedures (see **Appendix 3**).
- (12) If the misbehaviour continues, escalates or the action is deemed to be beyond Stage 1, the class teacher must seek immediate help and advice from a member of the Senior Leadership Team, complete a CPOMS log and pass it to the Designated Safeguarding Lead or a Deputy.
- (13) The class teacher may be asked to contact a parent(s), be present in meetings with a parent(s), if there are concerns about the behaviour or welfare of a child (Stage 3 or preventing it reaching this level).

5. The Role of Non-Teaching Staff

- (15) It is the responsibility of the lunchtime staff to deal with minor incidents and report them to the child's teacher. These must be recorded on the agreed proforma, if need be. Lunchtime staff will be advised if this is the case.
- (16) For more serious incidents, lunchtime staff must inform a member of the Senior Leadership Team. These must be recorded on CPOMS..
- (17) Non classroom based staff (e.g. administration staff, premises staff) should ensure that rules are being followed by the children as they move around school. Any incidents noted by the non-classroom based staff should be dealt with and where appropriate, be reported to the class teacher or the Senior Leadership Team. These must also be recorded on CPOMS. Staff will be advised if this is the case.
- (18) Teaching Assistants working in the classroom will support the teacher in matters of discipline. They will correct the behaviour of children where necessary, reprimand children if appropriate and report serious misbehaviour to the teacher and/or the Senior Leadership Team. These must also be recorded on CPOMS. Staff will be advised if this is the case.
- (19) Teaching Assistants working outside the classroom with a group of children will set clear expectations of good behaviour in line with this policy. If a child does not respond positively to any correction of behaviour, they will be taken back to class. The class teacher will then act in accordance with this policy. These must also be recorded on CPOMS.

5. The Role of the Parents/Carers

- (20) The school will work collaboratively with parents, so that our children receive consistent messages about how to behave at home and at school.
- (21) Parents will support and co-operate with the school in disciplining their child and foster a good relationship with the school.
- (22) Parents must be aware of the whole-school school rules and classroom codes or charters and support the school in implementing these.
- (23) We explain and publish our behaviour policy, whole-school rules and classroom codes or charters, in the prospectus and on the school website for our parents to see.
- (24) We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have serious concerns about their child's welfare or behaviour.
- (25) If the school has to use reasonable sanctions to punish a child, parents would be expected to support the actions of the school. If parents have any concern about the way

that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Assistant Headteacher. If these discussions cannot resolve the problem, then the Headteacher should be informed. A formal grievance or appeal process can be implemented through the Governors.

5. The Role of the Governing Body

- (26) The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.
- (27) The Headteacher has the day to day authority to implement the school behaviour and discipline policy, but the Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

6. The Teaching of Good Behaviour

- (1) We recognise that positive behaviour must be carefully developed and supported. Creating an environment which promotes positive behaviour can only be achieved when pupils are taught what positive behaviour is and what it looks like. This is modelled and reinforced by all staff, at all times. Similarly, sanctions and consequences for incidents must be understood by our pupils so they can learn from them. This is key to ensuring a positive environment for behaviour is created at our school. This is achieved and reinforced through:

- Weekly Whole-school Collective Worship,
- Daily class Collective Worship,
- Circle-Time, PSHE and SMSC lessons.

7. Rewards

- (1) We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect.
- (2) We use a range of options and rewards to reinforce and praise good behaviour. E.g. verbal praise, stickers, certificates, postcards sent home, pupils given extra responsibility etc.
- (3) We primarily use the Class Dojo reward system to reward positive behaviour in school. Children can earn Dojo points by demonstrating positive behaviour such as helping others, working hard, being kind to others and making good progress during lessons.
- (4) Dojo points can be traded in termly for prizes against the given 'band' (see 7.12).
- (5) Once Class Dojo points have been traded in, the pupils' account will return to zero and they will begin collecting points again.
- (6) Dojo points are not carried across year groups.
- (7) Information about how many points children need to collect is published on the school website.
- (8) Parents can access their child's Class Dojo account and receive updates by following a set of instructions which will be sent out to the parents at the start of each academic year. It is the parents responsibility to register for this service.
- (9) One to a maximum of five Class Dojo points are awarded for the following:
 - **1 Dojo Point** for: In school, on time (1 point each day), being polite, holding doors open, demonstrating good manners, positively completing tasks, returning homework and other positive acts of this nature.
 - **2 Dojo Points** for: Specific behaviours/actions identified within the child's class. These are negotiated with the children and are specific to each class as per their class code/charter. E.g. a class may award 2 Dojo Points for children bringing their PE kits into school etc.

- **3 Dojo Points** for: Examples of positive behaviour greater than those which are awarded 1 Dojo point. These may involve: outstanding contributions to school life, outstanding pieces of work, positively representing the school, Circle-time Superstar and being a positive role model etc.
 - **4 Dojo Points** for: Demonstrating one of the school's six core values: **Determination, Resilience, Empowerment, Appreciation, Motivation, Safety.**
 - **5 Dojo Points** for: Being in school all week. 100% attendance earns the highest amount of Dojo points. This is in addition to the 1 Dojo point awarded each day. Five Dojo points may also be rewarded for positive behaviour in exceptional circumstances.
- (10) These are not exhaustive lists and the award of Dojo points will be at the discretion of the member of staff awarding them.
- (11) Class teachers will recognise one child per week who displays outstanding behaviour. This may be a child with the highest number of Class Dojo points in their class or for a one off incident of outstanding behaviour. These children will be issued with certificate which will be presented during Class Collective Worship and a postcard will be sent home informing the parents. This will also be celebrated on the year group Twitter feed.
- (12) Children can also lose Dojo points for misbehaviour e.g. breaking the school rules and/or the class code/charter. Children will lose one to **all of their** Dojo points for the following:
- **1 Dojo Point** for Stage 1 incidents.
 - **5 Dojo Points** for Stage 2 incidents.
 - **All Dojo Points** for a Stage 3 incident.

Additional guidance on the Sanctions and Procedures for Managing these can be found in **Section 8** of this policy and **Appendix 3**.

The dojos will now become 'banded' and wiped on the last week of every term. This will mean that every child will get some form of prize every term. The dojos will now become 'banded' and wiped on the **last week of every term**. The prize bands are as below:

Band	Points	Reward
1	0 - 100	Item from 'class box'
2	101 - 200	Voucher reward
3	201 - 300	Choice reward
4	301 - 500	Book token for vending machine
5	500	Special Trip

- Band 1 - Class Box: Each class will have a reward box filled with prizes that were similar to those previously in the Dojo cabinet (balls, puzzles, etc.)
- Band 2 - Voucher Reward: This will be a voucher to give the recipient a free activity of their choice - e.g. no homework or an additional break. They can also select something from Band 1.
- Band 3 - Choice Reward: This is an award where they can choose an activity like 'Hot Chocolate with the Headteacher' or a 'Special Lunch (Happy meal)' etc. They can also select something from Band 1.
- Band 4 - Vending Machine Book Token: This award is a token for the Dojo book machine. They can also select something from Band 1.

- Band 5 - Special Trip: This will take the form of something similar to a trip to Waterstones with a teacher/staff member where they will be able to buy a book of their choice and have a drink/hot chocolate in the cafe.

8. Sanctions

- (1) At Florence Melly we believe that children have a right to learn, free from disruption and interruption from others. Children have a responsibility to behave well in class and be good citizens. For behaviour to be managed effectively it is really important for teachers and parents to work together.
- (2) Our teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that pupil.
- (3) To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 - The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
 - The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
 - It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- (4) In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Therefore before applying sanctions, consideration will be given to any underlying factors which may be affecting the child's behaviour.
- (5) When dealing with any behaviour the school acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).
- (6) When a child is deemed to have not followed the school's guidelines then sanctions can be applied as deemed appropriate, proportionate and fair (see **Section 9** of this policy and **Appendix 3**).
- (7) When a child presents with challenging behaviour staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school may also consider whether a multi-agency assessment is necessary.

9. Procedures for Enforcing the Sanctions

(1) Pre-Stage 1:

- The child will be given opportunity to analyse, change or modify their own behaviour, through discussion with an adult.

(2) Stage 1:

- The child will be given a warning or verbal reprimand and 1 Class Dojo point will be removed.
- The child's name will be written on the whiteboard (after a second warning) and a further Class Dojo point will be removed.

- If the behaviour persists, the child may be asked to sit elsewhere in the classroom/ dining hall or asked to leave the classroom. A further Class Dojo point will be removed.
- The child may be isolated for a specified amount of time in the year group base or another year group base (timers will be used to specify the time period).
- If the behaviour continues after these sanctions have been enforced, the matter may be escalated to a Stage 2. At this point a 'Poor Behaviour/Bullying Report Form' must be completed and handed to the Designated Safeguarding Lead or Deputy.

(3) Stage 2:

- The child will be immediately removed from their classroom/dining hall/playground etc and escorted to a member of the Senior Leadership Team. At this point a 'Poor Behaviour/Bullying Report Form' must be completed and handed to the Designated Safeguarding Lead or Deputy.
- The child will have isolated for a specified amount of time.
- Privileges may be removed - for instance the loss of a prized responsibility or not being able to participate in a class reward and 5 Class Dojo points removed.
- A detention will be issued and a letter detailing the child's behaviour sent home at the end of the day. The child may also miss their break and/or lunchtime, depending on the circumstances and this will be at the discretion of the member of the Senior Leadership Team dealing with the incident.
- The child may be asked to apologise in an appropriate way and take part in some restorative justice work.
- Work may be repeated until it meets the required standard.
- The teacher/SENCO or a member of the Senior Leadership Team may set up a personalised sticker/stamp chart for the individual or groups of children who may benefit.
- If the behaviour continues after these sanctions have been enforced, the matter may be escalated to a Stage 3.

(4) Stage 3:

- The child will be immediately referred to the Headteacher and isolated from other children.
- Privileges will be removed - for instance the loss of a prized responsibility or not being able to participate in a class reward and all Class Dojo points removed.
- The child's parents/carers will be contacted and invited into school to discuss the incident or consequences which may include:
 - a behaviour contract,
 - involvement of the Pastoral Care Officer, SENCo Designated Safeguarding Lead and/or external agencies,
 - an internal isolation with a member of the SLT,
 - a fixed-term exclusion,
 - a permanent exclusion.
- A period of detention will be arranged and a letter detailing the child's behaviour and the consequences, issued to the parents. The child will also miss their break and/or lunchtime.
- The child, parents and school may agree to implement an Individualised Behaviour Plan (IBP). This would involve parental consent and would be followed consistently by all staff who teach the individual.
- There is a zero tolerance towards violence towards staff, this will automatically result in a fixed term exclusion.

*for further information regarding placing a child in an area away from other pupils for a limited period, in what is often referred to as seclusion or isolation, please see **Section 11** of this policy.

10. Detentions

- (1) Teachers have a power to issue detention to pupils (aged under 18).
- (2) We have made it clear, in Sections 6 and 7 of this policy that we use detentions as a punishment for poor behaviour (in accordance with Section 90 of the Education and Inspections Act 2006).
- (3) The headteacher decides which members of staff can put pupils in detention. This will normally be a member of the Senior Leadership Team.
- (4) Parental consent is not required for detentions but the school will inform the parents.
- (5) As with any disciplinary penalty, a member of staff will always act reasonably given all the circumstances, when imposing a detention.
- (6) Staff will allow reasonable time for the pupil to eat, drink and use the toilet when serving their detention.
- (7) We will not issue detentions outside of school hours.

11. The Use of Isolation

- (1) We may remove disruptive pupils and place them in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation. This is made clear in this behaviour policy. As with all other disciplinary sanctions, we always act reasonably in all the circumstances when using such rooms (see **sections 8.3 and 8.4**).
- (2) Any use of isolation that prevents a child from leaving a room of their own free will will only be considered in exceptional circumstances.
- (3) We will always ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.
- (4) It is for the school to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there.
- (5) We will always ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible.
- (6) We will always allow pupils time to eat or use the toilet.

12. Reasonable Force

- (1) Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Please refer to the school's Reasonable Force Policy and the DFE Use Of Reasonable Force Guidance (2013). All classroom based staff have been trained to use positive handling.
- (2) The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

13. Confiscation of Inappropriate Items

There are two sets of legal provisions which enable our school staff to confiscate items from pupils:

- (1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

- (2) Power to search without consent for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

- (3) Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher or Senior Leadership Team to decide if and when to return a confiscated item.
- (4) More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in the DFE 'Screening, Searching and Confiscation – advice for Headteachers, staff and Governing Bodies' (2014).

14. Managing Transition

- (1) At the point of transition from a classroom, pupils line up in silence.
- (2) Teachers meet the children on the playground, at their specified line-up points, to assist and collect their class on time.
- (3) Teachers supervise all pupils whilst exiting and entering the classroom and building.
- (4) When pupils move around school, they walk silently on the left-hand side of the staircases and corridor. Once pupils exit the building they are encouraged to participate in play.
- (5) When enter the building, they are encouraged to do so calmly and silently as this prepares pupils for the next lesson. This is reinforced by all staff.

15. Behaviour at Playtime

- (1) Expectations for playground behaviour are very clear to all staff and children.
- (2) The SLT will create a 'Playground Charter' through assemblies with the pupils, and this will form an agreement between staff and pupils around behaviour. This will be displayed prominently in the yard.
- (3) Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.
- (4) If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues children will receive a timeout in a designated area for 10 minutes (equivalent to a Stage 1 and the same consequences will be applied).
- (5) Any more serious incidents such as aggressive behaviour both physical or verbal, lunchtime staff are dealt with immediately by a member of the Senior Leadership Team (equivalent to a Stage 2 or 3 and the same consequences will be applied).
- (6) Lunchtime staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.
- (7) Lunchtime supervisors are to inform class teachers of incidents of poor behaviour and will be supported in completing a 'Poor Behaviour/Bullying Report Form' if necessary.
- (8) Lunchtime supervisors may award Class Dojo points in accordance with the guidance set out in this policy.

16. Pupils' Conduct Outside the School Gates

- (1) Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Please refer to the DFE Use Of Reasonable Force Guidance (2013)
- (2) In line with the DFE Discipline In School document (2016) we have set out below our response to behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed. Examples of such activities include when a pupil is:
 - taking part in any school-organised or school-related activity or,
 - travelling to or from school or,
 - wearing school uniform or,
 - in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or,
 - poses a threat to another pupil or member of the public or,
 - could adversely affect the reputation of the school.
- (3) In all cases of poor behaviour, school can only discipline pupils on school premises or elsewhere when the pupil is under the lawful supervision of a staff member. Following an investigation, in such cases as those listed above, the school will apply a sanction as is deemed appropriate to the behaviour in line with this policy.

17. Pupil Support Systems

- (1) We recognise that many pupils, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.
- (2) Behaviour is tracked by the Assistant Headteacher and discussed with the Senior Leadership Team/Safeguarding Team during regular supervision meetings. If a pattern of poor behaviours begins to emerge, staff will begin a series of interventions.
- (3) Parents will be asked to attend a meeting or sent a letter to inform them that we have concerns about their child's behaviour, if we notice that there has been a high number of incidents recorded. The Senior Leadership Team, SENCo or a member of the Pastoral/Safeguarding Team will discuss with parents strategies to further support their child's behaviour. These may include:
 - Home school books,
 - Personalised sticker charts linked to clear targets,
 - Individual Education/Behaviour Plans,
 - Flexible timetabling,
 - Support from an external agency,
 - Pastoral Support Programmes,
 - EHATs (a tool used for gathering information and a standard approach in assessment for the identification of Early Help needs).
- (4) The school will work closely with the parent/carer to identify the reason for behaviours and to support the pupil in making necessary changes.

18. Liaison with Parents and Other Agencies

- (1) Our Pastoral/Safeguarding Team are here to support children and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role.
- (2) We will provide interventions for pupils whose behaviour is, or potentially could become, a concern. The aim of these interventions is to provide a pro-active, rather than reactive, level of support. During Senior Leadership Team and Pastoral/Safeguarding Team meetings, allocated time is spent for staff to discuss pupils for whom there are concerns or those whose behaviour is causing concern. In response to these discussions we ensure that these pupils have appropriate support and interventions.
- (3) We will work closely with all staff, governors, outside agencies, pupils and their families.
- (4) At Florence Melly we actively support any individual who is experiencing behavioural difficulties. Our Internal support services and pastoral systems are complemented by additional assistance from services including:
 - CAMHS- Children's and Adolescent Mental Health Service,
 - Local Early Help Teams,
 - The school's Educational Psychologist,
 - School Health professionals,
 - YPAS,
 - Ernest Cookson.
- (5) Referrals are made on a needs basis and are linked directly to priorities identified on individual pupil profiles.

19. Staff Development and Support

- (1) All staff have access to ongoing CPD to support with behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training needs identified via school self-evaluation and appraisal.
- (2) Staff are provided with regular professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modelling. They are supported by the Pastoral/Safeguarding Team and Senior Leadership Team when managing behaviour, identifying solutions and implementing these.
- (3) Staff may request to attend additional behaviour management training should they wish to do so.

20. Malicious Allegations

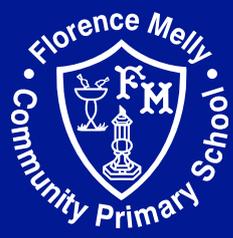
- (1) In the event of a serious breach of school rules, including pupils who are found to have made malicious accusations against school staff immediate action will be taken by a member of the Senior Leadership Team. This may ultimately result in a fixed term exclusion or even permanent exclusion.



— FLORENCE MELLY —

 FOLLOW DIRECTIONS FIRST TIME YOU ARE ASKED!	LEAVE THE EXCUSES & POOR BEHAVIOUR AT THE DOOR 	 LISTEN CAREFULLY & RAISE YOUR HAND TO SPEAK
 DEMONSTRATE OUR SCHOOL VALUES AND DREAM BIG	PLEASE USE KIND WORDS AND BE POLITE TO OTHERS THANK YOU	
ALWAYS DO YOUR BEST & NEVER GIVE UP	 BE ON TIME AND READY TO LEARN 	WALK QUIETLY AND SENSIBLY AROUND SCHOOL 
	DO THE RIGHT THING NOT THE EASY THING 	WORK HARD AND CELEBRATE YOUR SUCCESSES 
 BE HONEST	RESPECT YOURSELF AND OTHERS 	

SCHOOL RULES



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL APPENDIX 2 – BEHAVIOUR REPORT FORM

DETERMINATION. RESILIENCE. EMPOWERMENT. APPRECIATION. MOTIVATION & SAFETY
‘IF YOU CAN DREAM IT, YOU CAN DO IT!’



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL BEHAVIOUR REPORT FORM



SECTION 1 - To be completed by the witness (please complete every area)			
Reported by:	Role:	Date(s) of incident(s):	Time(s) of incident(s):
Level of incident: (please tick)			
<input type="checkbox"/> Stage 1 Behaviour	<input type="checkbox"/> Stage 2 Behaviour	<input type="checkbox"/> Stage 3 Behaviour	<input type="checkbox"/> Other (please specify)
Details of people involved: 1 = very involved 2 = involved 3 = slightly involved 4 = indirectly involved			
Year Group: (tick all that apply)			
<input type="checkbox"/> Nursery	<input type="checkbox"/> Year 1	<input type="checkbox"/> Year 3	<input type="checkbox"/> Year 5
<input type="checkbox"/> Reception	<input type="checkbox"/> Year 2	<input type="checkbox"/> Year 4	<input type="checkbox"/> Year 6
Incident relating to: (tick all that apply)		Forms used: (tick all that apply)	
<input type="checkbox"/> Bullying behaviour	<input type="checkbox"/> Refusal to cooperate	<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Personal possessions
<input type="checkbox"/> Discriminatory behaviour	<input type="checkbox"/> Answering back	<input type="checkbox"/> Deliberately excluding	<input type="checkbox"/> Verbal threats
<input type="checkbox"/> Fighting	<input type="checkbox"/> Arguing	<input type="checkbox"/> Name calling and teasing	<input type="checkbox"/> Spreading rumours
<input type="checkbox"/> Stealing	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Cyber	<input type="checkbox"/> Other (define)
<input type="checkbox"/> Being disrespectful to staff	<input type="checkbox"/> Other (please specify)		
<input type="checkbox"/> Derogatory language			
Frequency of Behaviour:			
<input type="checkbox"/> One off incident	<input type="checkbox"/> Multiple incidents	<input type="checkbox"/> Persisting over time	<input type="checkbox"/> Long term issue
Overview of Behaviour/Incident:			





MANAGING POOR BEHAVIOUR
 ACTIONS AND CONSEQUENCES
 PROCEDURES AND GUIDANCE FOR STAFF



Stages	Action / Behaviour	Consequences / Sanctions
Stage 1	<p>Actions including:</p> <ul style="list-style-type: none"> - fidgeting - swinging on chairs - distracting others - shouting out - talking at the wrong time - unkind remarks/bickering - telling lies/tales - not looking after equipment - pushing - silly behaviour 	<ul style="list-style-type: none"> - The child will be given a warning or verbal reprimand and 1 Class Dojo point will be removed. - The child's name will be written on the whiteboard (after a second warning) and a further Class Dojo point will be removed. - If the behaviour persists, the child may be asked to sit elsewhere in the classroom/dining hall or asked to leave the classroom. - A further Class Dojo point will be removed. - The child may be isolated for a specified amount of time in the year group base or another year group base (timers will be used to specify the time period). - If the behaviour continues after these sanctions have been enforced, the matter may be escalated to a Stage 2. At this point a 'Poor Behaviour/Bullying Report Form' must be completed and handed to the Designated Safeguarding Lead or Deputy.
Stage 2	<p>Actions including:</p> <ul style="list-style-type: none"> - repeated incidents identified at Stage 1 - fighting - stealing - being disrespectful to staff - refusal to cooperate - answering back - bullying behaviour (including social media) - inappropriate language - intentionally damaging property 	<ul style="list-style-type: none"> - The child will be immediately removed from their classroom/dining hall/playground etc and escorted to a member of the Senior Leadership Team. At this point a 'Poor Behaviour/Bullying Report Form' must be completed and handed to the Designated Safeguarding Lead or Deputy. - The child may be isolated for a specified amount of time. - Privileges may be removed - for instance the loss of a prized responsibility or not being able to participate in a class reward and 5 Class Dojo points removed. - A detention will be issued and a letter detailing the child's behaviour sent home at the end of the day. The child may also miss their break and/or lunchtime, depending on the circumstances and this will be at the discretion of the member of the Senior Leadership Team dealing with the incident. - The child may be asked to apologise in an appropriate way and take part in some restorative justice work. - Work may be repeated until it meets the required standard. - The teacher/SENCO or a member of the Senior Leadership Team may set up a personalised sticker/stamp chart for the individual or groups of children who may benefit. - If the behaviour continues after these sanctions have been enforced, the matter may be escalated to a Stage 3.
Stage 3	<p>Actions including:</p> <ul style="list-style-type: none"> - repeated incidents identified at Stage 2 - serious assault - physical or verbal threats - racist or homophobic remarks - leaving the school grounds without permission - repeated bullying 	<ul style="list-style-type: none"> - The child will be immediately referred to the Headteacher and isolated from other children. - Privileges will be removed - for instance the loss of a prized responsibility or not being able to participate in a class reward and all Class Dojo points removed. - The child's parents/carers will be contacted and invited into school to discuss the incident or consequences which may include: <ul style="list-style-type: none"> - a behaviour contract, - involvement of the Pastoral Care Officer, SENCO Designated Safeguarding Lead and/or external agencies, - a fixed-term exclusion, - a permanent exclusion. - A period of detention will be arranged and a letter detailing the child's behaviour and the consequences, issued to the parents. The child will also miss their break and/or lunchtime. - The child, parents and school may agree to implement an Individualised Behaviour Plan (IBP). This would involve parental consent and would be followed consistently by all staff who teach the individual.



REWARDING POSITIVE BEHAVIOUR
 ACTIONS AND REWARDS
 PROCEDURES AND GUIDANCE FOR STAFF



1 Dojo Point Awarded	2 Dojo Points Awarded	3 Dojo Points Awarded	4 Dojo Points Awarded	5 Dojo Points Awarded
<ul style="list-style-type: none"> Everyday positive actions. In school, on time (1 point each day), being polite or kind, holding doors open, good manners, positively completing tasks, returning homework, other positive acts of this nature. 	<ul style="list-style-type: none"> Specific behaviours or actions identified within the child's class or Year group. These are negotiated with the children and are specific to each class as per their class code/charter. For example, a class may award 2 Dojo Points for children bringing their PE kits into school. 	<ul style="list-style-type: none"> Positive actions greater those which are awarded 1 Dojo point. These may involve: outstanding contributions to school life, outstanding pieces of work, positively representing the school, Circle-time Superstar, being a positive role model. 	<ul style="list-style-type: none"> Demonstrating one of the school's six core values: <ul style="list-style-type: none"> Determination Resilience Empowerment Appreciation Motivation Safety 	<ul style="list-style-type: none"> Being in school all week. 100% attendance earns the highest amount of Dojo points. This is in addition to the 1 Dojo point awarded each day. Five Dojo points may also be rewarded for positive behaviour in exceptional circumstances.
1 Dojo Point Removed	5 Dojo Points Removed	All Dojo Points Removed		
<ul style="list-style-type: none"> Stage 1 behaviour: <ul style="list-style-type: none"> fidgeting, swinging on chairs, distracting others, shouting out, talking at the wrong time, unkind remarks/bickering, telling lies/tales, not looking after equipment, pushing, silly behaviour. 	<ul style="list-style-type: none"> Stage 2 behaviour: <ul style="list-style-type: none"> repeated incidents identified at Stage 1, fighting, stealing, being disrespectful to staff, refusal to cooperate, answering back, bullying behaviour (including social media), inappropriate language, intentionally damaging property 	<ul style="list-style-type: none"> Stage 3 behaviour: <ul style="list-style-type: none"> repeated incidents identified at Stage 2, serious assault, physical or verbal threats, racist or homophobic remarks, leaving the school grounds without permission, repeated bullying. 		

DETERMINATION, RESILIENCE, EMPOWERMENT, APPRECIATION, MOTIVATION & SAFETY

