

# FLINTHAM PRIMARY SCHOOL BEHAVIOUR POLICY



***Flintham Primary School - Inspiring a love of learning***

'At Flintham we grow, learn and aspire to be the best we can be'

Updated September 2018  
Mrs Kim Bartlett

## **INTRODUCTION**

At Flintham Primary School we believe that every child matters and we work hard in partnership to ensure the best possible outcomes for each individual child. We strive for continuously high standards of behaviour, whilst endeavouring to preserve and share important values which are intrinsic to our school and to society in general. Our policy promotes positive behaviours rather than merely deterring poor choices of behaviour. This policy should be read in conjunction with our Discipline, Physical Intervention and Child Protection (and the broader safeguarding agenda) policies.

One of the crucial factors that are imperative to any behaviour framework is a consistent approach. It is essential that children acknowledge what is acceptable and are aware that staff will praise positive behaviour, whilst managing negative behaviour appropriately. Children need to know that there is a consistent form of response, particularly as for some children, school may be their most stable environment.

Children at Flintham Primary School are made aware from a very early age, in the Foundation Stage, that they have a choice when it comes to behaviour. They are encouraged to make 'good choices' but it is also made clear that there are consequences for making a poor choice and choosing negative behaviour.

## **ENCOURAGING POSITIVE BEHAVIOUR**

At Flintham, our philosophy is very clear. We focus specifically on promoting positive behaviour choices through creating a school ethos that celebrates and rewards the positive choices made by all children. Full support from school staff, governors and parents is essential for this to succeed.

These are some of the many ways in which we encourage positive behaviour:

- varying groups to develop social skills
- rewarding positive behaviour
- giving children responsibilities
- being organised and prepared
- using 'Circle Times' to discuss aspects of school life
- establishing an atmosphere appropriate to the activity
- using good examples to encourage children to make the right choices
- grouping and positioning children within the classroom carefully
- using targets to encourage good pace and achievement of objectives
- having access to appropriate resources
- having suitable play equipment during lunch times

## **REWARDS**

To encourage positive behaviour and good learning outcomes, staff distribute various rewards e.g. stars, stickers, 'smiley faces', house tokens, lunchtime raffle tickets etc. Children who exhibit exemplary behaviour, work or attitude may be entered in our Celebration Assembly at the end of each week. The children are awarded a 'Progress Cup' or 'Star Award' and receive a certificate to take home. Every half term, class teachers select a 'Super Sixer', their behaviour is celebrated and they take home a laminated certificate and trophy. Their photograph and certificate is displayed in the hall for the half term. All of the strategies employed for reward have been designed to enhance self-esteem and recognition of all skills and aptitudes.



# FLINTHAM PRIMARY SCHOOL

## SUPER SIX AIMS

*At Flintham Primary School we all use the super six aims to help us  
'grow, learn and aspire to be the best we can be'*

### RESPECT

'We are a happy, safe and caring school where all people are respected'

### ASPIRE

'We have a creative curriculum which inspires and motivates'

### EXPLORE

'We develop enquiring minds, encouraging pupils to work independently secure in the knowledge that Flintham is a safe place to make mistakes'

### DETERMINATION

'We have pride in our efforts and develop confidence, positive attitudes and resilience'

### BE RESPONSIBLE

'We expect high standards and excellent behaviour in all aspects of school life'

### MAKE GOOD CHOICES

## 'We encourage a healthy life style and support pupils to make informed life choices'

### **CONSEQUENCES OF UNACCEPTABLE BEHAVIOUR**

At Flintham Primary School we use a cascade model which involves managing disruptive and negative behaviour with a step by step approach. It is important that children know what will happen if they choose to make a poor behaviour choice and that the consequences are applied consistently and fairly. All staff members endeavour to be fair at all times, giving careful consideration to the particular child involved and using their professional judgements to manage the situation appropriately. When responding to any poor behaviour choices, a clear reference to the '**Super Six Aims**' will be used by all staff and a positive approach assumed in all instances.

The school operates a traffic light system of sanctions where at the start of each week all children are on a green light, however if a child persistently makes poor choices they will be placed on the amber light and asked to report to the Head teacher. Following a reinforcement of the school values the child will return to class and a positive approach will be resumed. If during the same week the child makes further poor behaviour choices, they will be placed on a red light and report to the Head teacher who will then contact parents. At this point a meeting with parents may take place and actions set out to support the child in making good behaviour choices. Parents may be involved at an earlier stage however this is often determined by individual circumstances such as age and frequency of instances.

#### **Stepped escalation of sanctions**

- Step 1**            Verbal warning given
- Step 2**            Child's name placed on the board
- Step 3**            Child placed on the amber light and asked to report to the Head teacher

Although this stepped approach applies to all children in school, in the case of our youngest children in Class one, teachers may adopt an additional warning as the children develop an understanding of the school expectations. This supports them in making the positive choices that are desirable.

In addition to strategies stated above it may be felt that a child needs appropriate periods of 'time out' from difficult situations and/or 'learning recovery' time. A partnership between school, parents and the child should ideally prevent the chances of any fixed term exclusion although this will be considered and used when a child presents with extremely poor behaviour, physically injures staff or pupils or there is no progress following significant intervention.

As a consequence of poor behaviour, no children are denied access to any aspects of the National Curriculum however, sustaining the learning opportunities of all children are a key priority. Any child that prevents this from happening will not be able to participate fully in the curriculum due to the barriers created by their personal choices.

### **BREAK AND LUNCH TIMES**

All members of staff on duty at morning break and lunchtime will adopt the principles of the 'Super Six Aims', rewarding children appropriately. The three steps of sanctions will apply in cases of poor behaviour choices. During wet playtimes, activities are available in each class. Supervision is extended during these times to support positive play.

To minimise inappropriate behaviour during break times, some of the older children are given specific responsibilities. For example play leaders supervise play equipment, a 'buddy' scheme is in operation and School Council members help to ensure equipment is safely used and returned.

During lunch times, supervisors manage and record any incidents of inappropriate behaviour. When an incident is considered serious or is repeated, members of the team feed back to class teachers.

### RECORDING, MONITORING AND EVALUATING BEHAVIOUR

Incidents of disruptive and poor behaviour are recorded as outlined above. Our guidelines are reviewed regularly by all staff and the policy reviewed every two years or earlier if deemed necessary.

Serious incidents are recorded on the 'Serious Incident' form below, which details an event and the people involved and is reflective as to why the incident happened and what can be learned from it for future practise. Parents and Chair of Governors are informed of the event

Teachers discuss the '**Super Six Aims**' with their class at the beginning of each term and at regular intervals over the course of the year. These aims are an essential part of our school ethos and through discussion in circle time, small groups and assembly times, the focus on positive behaviour choices involves all children at Flintham Primary School.

Our school does not tolerate bullying of any kind. If we discover that an act of intimidation has taken place, we act immediately to stop any further occurrences. We aim to ensure that all children attend school happily and free from fear. Related issues are entwined within our curriculum with topics appropriate for each age group and we discuss these issues holistically during shared times such as in assemblies.

In specific extreme circumstances the physical restraint of a child may be required to prevent injury to a child that is in danger of hurting him/herself or others. Any physical restraint will only be carried out by an appropriate trained member of staff. The actions that we take are in line with government guidelines on the restraint of children and are only carried out as a last emergency resort. It is likely that in such cases, parents are made aware and will be consulted in ensuring plans are in place to support a specific child.

### THE ROLE OF THE CLASS TEACHER

- It is the responsibility of the class teacher to ensure that the school expectations are met by their class and that the children behave in a responsible manner at all times.
- The class teachers in Flintham Primary School have high expectations of the children in terms of their behaviour and they strive to ensure that children work to the best of their ability.
- The class teacher treats each child fairly, with respect and understanding and upholds the school '**Super Six Aims**'
- If a child repeatedly makes poor behaviour choices, the class teacher keeps a record and in the first instance, manages incidents him/herself in the normal manner. However, if this behaviour continues, the class teacher seeks help and advice from a senior colleague
- The class teacher liaises with external agencies, as necessary, to support individual children
- The class teacher reports to parents about the progress of each child in their class and may also contact a parent if there are concerns about the behaviour or welfare of a child

### THE ROLE OF THE HEAD TEACHER

- It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school
- The head teacher reports to governors on the effectiveness of the Behaviour Policy
- It is also the responsibility of the head teacher to ensure the health, safety and welfare of all pupils in school
- The head teacher supports the staff by implementing the policy consistently
- The head teacher keeps records of all reported serious incidents of misbehaviour
- The head teacher has the responsibility for giving fixed-term exclusions for serious acts of misbehaviour

### THE ROLE OF PARENTS

- The school works collaboratively with parents, so children receive consistent messages about how to conduct themselves at home and at school
- We communicate our expectations in a home school agreement and we expect all parents to support them accordingly
- We expect parents to support their child's learning and we try to build a supportive dialogue between home and school
- If the school has to use reasonable sanctions following behaviours chosen by a child, parents should be made aware of the actions taken. If parents have any concern about the way that their child is treated, they should initially contact the class teacher. If the concern remains, the parents should contact the head teacher or governors. If these discussions cannot resolve the problem, a complaints procedure can be implemented

### THE ROLE OF GOVERNORS

- The governing body has the responsibility of setting down this general guidance and of reviewing the effectiveness of the policy. The governors support the head teacher in carrying out these guidelines
- The head teacher has the day to day authority to implement the school behaviour and discipline policy

### REVIEW

The staff and governing body review this policy every two years or earlier if deemed necessary. The governors may review the policy at any point if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

September 2018

Kim Bartlett



## FLINTHAM INCIDENT RECORDING FOR



Details of Pupil(name, class  
SEN etc)

Date, time location of incident

Name of staff involved  
(directly or witness)

Details of other pupils  
involved

Description of incident,  
including any de-escalation

Reason for using force and  
description of force used

Any injury to staff or pupils  
and details of first aid or  
medical attention

Follow-up, including post incident support, any learning and any disciplinary procedures

Any information shared with staff not involved or other agencies

How and when were those with parental responsibility informed

Has any complaint been logged as a result of this incident

Names, signatures and date etc.