



Friarage Community Primary School

(An Academy within Scalby Learning Trust)

Academy Policy

Behaviour Management Policy

Approver: Head teacher

Review cycle: Annually

Date	Version	Short Description of changes	Approved by
01/09/2019	V1.00	New Behaviour policy	Governors
06/05/2021	V1.01	No change to content	Headteacher

The Aims of this policy are:

1. To encourage a healthy and positive attitude to learning
2. To exemplify good behaviour at all times, using positive behaviour management strategies, discouraging and responding consistently to unacceptable behaviour.
3. To create a safe environment, both inside and outside the classroom, in which children can learn without distraction and realise their full potential.
4. To develop self-discipline, independence and the ability to behave responsibly at all times, particularly when an adult is not present.
5. To create a culture where children show respect to adults, each other and property.
6. To encourage children to take responsibility for their own behaviour and understand how their actions can impact on others.
7. To enable children with social, emotional and mental health issues to be identified and supported through either an IEP or Accessibility plan.
8. To build up a strong partnership between home and school and use this partnership to develop a joint approach towards behaviour management with a shared set of goals and aims.
9. To ensure children are treated consistently by all adults who work with them.

Strategies to realise aims:

- **Good behaviour (See description below) is expected from all pupils and is the norm.**
- All staff use the nonverbal signal of “power of 3” consistently and with insistence (hand up, empty hands (where safe to do so), eyes on me) to gain children’s attention.
- All staff use a Restorative Practice script to facilitate conflict discussions
The perpetrator
(What happened? Who has been hurt / affected by what you did? What do you think needs to happen next?)
The Victim
(What happened? How has this made you feel? What do you think needs to happen next?)
- The behaviour and learning ladder in all classrooms to be used consistently to celebrate and address incidents. (See guidance below)
- All staff model “respectful behaviour” to children, staff and parents
- Unacceptable behaviour will be addressed through agreed procedures (See guidance below)
- The policy will be discussed, reviewed and updated at regular intervals
- All Newly Qualified Teachers and other staff new to the school will receive induction on behaviour management by the Deputy Headteacher and all staff to be provided with regular training and support.

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- A behaviour meeting will be held to set up and review IEPs and accessibility plans for pupils facing difficulties managing their own behaviour. Outside agencies will be approached for support as necessary.
- Pupil Respect Ambassadors will be trained and supported in resolving minor incidents at playtimes and lunchtimes by a member of the Inclusion Team.
- Exclusions will be used rarely and only for extreme breaches of this policy.

Good Behaviour at Friarage School is currently defined as:

- Pupils look after each other
- Pupils look after property
- Pupils speak and listen respectfully to others
- Pupils try hard when working
- Pupils walk quietly around school
- Pupils say please and thank you
- Pupils are kind to others and take turns
- Pupils follow instructions given by adults first time
- Pupils don't swear
- Pupils sort out problems calmly

Rewards

Children who behave well are entitled to

- Breaktimes and lunchtimes with their peers
- Events and visits to places beyond the school site as part of planned lessons
- Extra-Curricular activities
- Recognition in achievement assemblies
- Receive either a 'green for good' or 'gold for wow' behaviour letter at the end of each half term

Behaviour and Learning ladder for lesson time

Where the teacher is satisfied that the learning is sufficiently challenging and engaging for pupils, the ladder will be used to encourage good or better behaviour.

If the learning is not sufficiently challenging and engaging for pupils, the lesson will be changed. Every class will display and consistently use the ladder below. Children will have a fresh start with all names placed in the good section every morning. Children's names will move up and down the ladder as appropriate.

				Class to celebrate					
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WOW	
GOOD	The 'norm' (see good behaviour definition)
WOBBLY	A warning is given with clear guidance about how to return to good and a reminder that there is an expectation that work must be completed.
UNACCEPTABLE	<p>A continuation or further 'wobbly' behaviour will result in sanctions being applied. The inappropriate behaviour will be recorded on CPOMs by the class teacher and the parent/carer informed.</p> <p>Sanctions to include:</p> <ul style="list-style-type: none"> • Working in the phase leaders' classroom • Working with an Inclusion Team member • Continuing work at play/lunchtime

Behaviour Management beyond the classroom

A pupil who cannot resolve an issue for themselves during play/lunchtimes will approach a trained Respect Ambassador for assistance.

The Respect Ambassador will log the support that they have given and hand the log to the Inclusion Team at the end of each break.

Adults will apply the sanctions according to the details below.

All issues that arise beyond the classroom will be resolved by members of the Inclusion Team before the child(ren) involved return to lessons. Thus, class teacher can focus their time on teaching and learning.

A log of sanctions will be maintained on CPOMs by the Inclusion Team to track patterns of behaviour.

Sanctions

All staff must refer to sanctions within IEPs and accessibility plans where they are established for a child.

Level 1 – Low impact issues dealt with internally

A child who displays behaviour that breaches the school rules will be identified through the use of the behaviour ladder and playground supervision. Sanctions will be applied and incidents logged as defined above.

Level 2 – Repeated breach dealt with by the Inclusion Team in partnership with parents/carers

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Repeated misbehaviour will result in the Inclusion team removing rewards or establishing an IEP/accessibility plan that includes alternative strategies and resources to help the child manage their behaviour appropriately.

Report cards may be used to help pupils focus on appropriate behaviour for longer periods of time. This would be signed by adults working with the child at regular intervals during the day.

This will be recorded on CPOMS.

It is at this stage that parents/carers will normally be informed because Stage 1 sanctions have not been successful and working in partnership is likely to address the issues more effectively.

Breaches of the School's safe use of internet policy will be recorded on CPOMS and parents will be informed. Additional guidance will be given to the individuals and class about safe use following any incident. Unsupervised access to the internet will be stopped for a period of time agreed with the child's parent/carer.

Level 3 – Unresolved issues

In small number of cases where improvements have not been made within a three month period of an IEP/accessibility being in place the Headteacher or Deputy will seek the parent/carer's permission to refer the child to outside agencies for support.

This will be recorded on CPOMS.

Level 4

Exclusion will seriously be considered and used by the Head teacher or Deputy for any of the following

- Violence towards, or swearing at staff or other adults within the school grounds
- Bring weapons, illegal drugs, cigarettes, offensive material, fireworks or any other items with the intent to harm other people in the school.
- Other circumstances deemed serious enough by the Head teacher or deputy to warrant this level of sanction.
- Any actions which reflect safeguarding towards themselves or others.
- This will be recorded on CPOMS.

Exclusions

In extreme cases external exclusions will be used. These will always aim to reflect the severity of particular behaviours and will be carried out in line with LA and National guidance.

Further information www.northyorks.gov.uk/article/25100/Exclusion-of-pupils

They will be followed up by a 'Return to school' meeting with the parents and pupils. All the relevant paper work will be completed and returned to the LA. Exclusions are kept to a minimum and the child will be provided with some work. Pupils are not allowed out in public during school hours when they are excluded.

Dealing with incidents outside school hours

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Where a matter of anti-social behaviour, safeguarding or internet abuse outside school hours is brought to the attention of the Head teacher, parents may be contacted to inform them of the reported incident so that they can address it. This is to prevent issues that arise outside school having a detrimental influence on school life.

The headteacher will inform the appropriate authorities of any breaches of criminal law that have occurred at any time.

Recording and reporting

- All pastoral and unacceptable behaviour incidents logged on CPOMS
- Regular formal and informal meetings with parents to discuss school work, attitudes and behaviour

Restrictive Physical Intervention (RPI)

We follow both the LA and National guidance on the use of physical intervention. It is the policy of this school that only in exceptional circumstances may physical restraint be used on children by any adult employed at the school. Only persons designated may use RPI and may only do so after receiving appropriate training. In all cases, RPI should only be used when all avenues have been exhausted and the pupil is endangering their own safety, the safety of others, damaging property or threatening the good order of the school.

Children's mobile phones and other personal property not required in school

Any mobile phones or items not required as part of school life must be handed in at the office upon arrival and collected at the end of the day.

Pupils may be searched (following authority given by the Headteacher, Deputy or Inclusion Manager) if they are suspected of carrying inappropriate objects in to school.

Parents will be informed and are expected to collect inappropriate items from school that have been confiscated.

Code of conduct for parents, carers and visitors Friarage School

We strongly believe that our school should be a welcoming and safe place for our children, staff, parents and visitors alike and that our parents share that belief. We have legal responsibilities for the safeguarding and wellbeing of children and staff, and a duty of care to all users of our school.

All adults who enter our school site at any time set examples of behaviour and conduct which influence children and young people and we believe that they should therefore demonstrate high standards of conduct in order to encourage our pupils to do the same. Parents and carers must show respect to all other parents and carers, children and staff.

Adults who do not behave in an acceptable manner may be asked to leave the site and the Senior Leadership Team have the right to further restrict their access. The process for restriction of

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access in relation to parents and carers who have reason to come on to the school site is set out in our Access Restriction Procedure.

Behaviour which is regarded as unacceptable includes:

- Physical abuse, threatening, oppressive or aggressive behaviour or use of offensive language towards other adults, staff or children
- Entering the school site under the influence of alcohol or drugs
- Smoking anywhere on the school site, including electronic cigarettes.
- Bringing dogs, with the exception of Assistance Dogs, on to the school site without the explicit permission of the Senior Leadership Team.

School-related issues which parents or carers have concerning school, pupils or their families must be brought to the attention of a member of staff. Parents or carers must not try to resolve any issues themselves by direct action. If issues cannot be successfully resolved by speaking to a staff member, parents’ and carers’ correct course of action is to use our Complaints Procedure as appropriate.

We expect all communication between parents and school to be conducted in a polite and respectful manner. Communication may be similarly restricted if it becomes unacceptable.

FRIARAGE SCHOOL ANTI BULLYING POLICY

AIMS

This policy relates to children, young people and adults at Friarage School. It acknowledges the statutory obligations on school to encourage good behaviour and prevent all forms of bullying amongst pupils. It also acknowledges that bullying incidents should be addressed as a child protection concern where there is a risk of significant harm.

The School recognises its duty to respond to bullying that takes place at school and outside the school premises. Any incidents of bullying behaviour are totally unacceptable. Claims that bullying has occurred will be taken seriously and acted upon. Reasonable adjustments will be made

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according to special educational need/ disability/ or vulnerability of children where circumstances might explain but never excuse bullying behaviours.

Our vision is to develop and nurture happy, healthy and emotionally intelligent independent learners. Every child no matter what their race, culture or background has a right to belong and feel valued and safe. We aspire to create an atmosphere in which high quality learning takes place; a school where pupils, staff and visitors are welcomed into a warm, friendly and thriving learning community.

WHAT IS BULLYING?

The Anti Bullying Alliance includes the following principles in its definition of bullying which Friarage School agrees with:

- bullying behaviour deliberately causes hurt (either physically or emotionally)
- bullying behaviour is repetitive (though one off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)
- bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves)

BULLYING IS NOT:

- teasing and banter between friends without intention to cause hurt
- falling out between friends after a quarrel or disagreement
- behaviour that all parties have consented to and enjoy (though watch as coercion can be very subtle)

Procedures for dealing with bullying incidents:

- Children are listened to calmly and seriously
- The class teacher will record the event and actions on CPOMS
- If bullying has occurred then parents would be informed
- If bullying has occurred then sanctions designated by the school would be applied

Sanctions

- The level of sanction would reflect the severity of the incident
- Sanctions available are: loss of playtime, lunchtime detention, internal exclusion, lunchtime exclusion from school, fixed term exclusion from school
- The bully is given behavioural support to address any underlying causes for bullying behaviours
- The victim is given support from a named mentor
- The victim is given actions to keep safe

IF THE INCIDENT IS REPORTED BY A PARENT:

A member of the Inclusion Team will listen impartially to the complaint. The procedures will be explained to the parent. If the Inclusion Team are satisfied that there has been some bullying the procedure is as follows:

- The parents of the bully are informed and invited into school to discuss the incident

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- The victim is supported by a named mentor and given actions to keep safe
- The bully is given appropriate sanction
- The bully is given behavioural support to address any underlying causes for bullying behaviours

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