



BEHAVIOUR POLICY.

This policy was agreed by Governors on:

Date.....

To be reviewed.....

Signed by Chair of Governors.....

Signed by Headteacher.....

Freeland CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach pupils self-discipline and not blind compliance, thinking about the consequences of their actions on themselves and others. Through the consistent use of the behaviour policy our school's aims and values will be shared and demonstrated.

As a Church of England school we have adopted the parable of the mustard seed to demonstrate our vision and we celebrate that we are a community where every member, from the tiniest seed to the fullest tree, is nurtured and cared for. Everyone can flourish and be ready to fly the nest and soar high. We come together to grow, learn, love and be loved. To this end, everything is underpinned by our values of honesty, compassion, forgiveness and love.

All members of our community work within the school rules: Ready. Respectful. Safe.

Our behaviour policy is based on the following key principles:

- Calm and consistent adult behaviour provides positive role models for the children.
- The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will challenge derogatory or discriminatory language and behaviour. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.
- The school Behaviour Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.
- To ensure all children are provided with the support they need to meet our expectations for behaviour, we will work compassionately in partnership with parents/carers and outside agencies.
- To acknowledge that maintaining good behaviour within the school is a shared responsibility. All members of the school community promote/develop empathy and respect for themselves and others.

- Pupils are prepared for the challenges and responsibilities which the next stage of their education and adult life brings. For pupils to achieve this, we encourage self-discipline and self-reflection so that children can take responsibility for their own actions. Our 4R's encourage resilience, reciprocity, resourcefulness and reflectiveness to develop courage and stamina to keep going when things are difficult, asking others for support when needed, selecting appropriate resources which could help them and reflecting on how successful they were and what they would do next time.
- At Freeland School we encourage:
 - Independence, even in our youngest children, so that they are able to make decisions for themselves.
 - Courage and resilience to overcome difficult situations and move on from them positively, restoring good relationships with others.
 - Respect between all members of our community is at the heart of what we do at Freeland so that everyone may, "Know their roots, Branch out, Fly high."
- If behaviour falls short of our expectations, there will be opportunity for a restorative conversation, based on our value of forgiveness, to allow the pupil to restore relationships and move on.
- All staff will prioritise acknowledging good behaviour for learning (give first attention to best conduct) in order to reward and establish high expectations of behaviour, build self-esteem and develop positive relationships.

Through the success of our behaviour policy we aim to:

- Create a calm, purposeful, safe, and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Work in partnership with parents in dealing with any behavioural issues.
- Encourage respect for individuals.
- Lead by example in the way that we treat each other and the children in our care.

School Rules (see appendix 1)

We come to Freeland School to love and be loved, and our rules are based around this and our other values of forgiveness, honesty and compassion.

We have three school rules:

Ready- we come to school ready to learn with all the equipment we need.

Respectful- all members of our school community show respect for one another at all times, through what they say and through their actions.

Safe- our behaviour allows others to feel safe and remain safe.

Parents/Carers

Parents and carers are by far the biggest influence on children. They have the right to be informed promptly of any emerging difficulties their children present and will themselves inform the school if there may be any circumstances which may affect a pupil's behaviour. If staff inform parents/carers that their child is not meeting our expectations for behaviour, they will share strategies which will

be used to support their child and the expectation is that parents will reinforce these strategies at home. Parents/carers have responsibilities in ensuring regular and punctual attendance at school. Parents/carers have the right to expect any concerns they have to be taken seriously by the school. All adults on school premises are expected to abide by school expectations regarding behaviour. We do not tolerate physical violence, swearing or discriminatory language. The school is entitled to ban from the premises adults who do not abide by these expectations.

All parents/carers sign the Home/School Agreement when their child starts at Freeland School and at the beginning of every school year and in doing so agree to support the school in the implementation of the Behaviour Policy. All staff and pupils sign the staff code of conduct in which they promise to use their best endeavours to promote the aims and values of the school.

Pupils

The school encourages pupils to behave well, develop a positive behaviour culture and show self-discipline and respect both in school and in the community. All pupils have the right to complete their work unhindered by poor behaviours of a minority. The school encourages pupils to take pride in their work and in their school. Pupils are encouraged to be active in challenging and preventing bullying. When behaviour doesn't meet expectations, pupils are supported to reflect on their behaviour (with a focus on love, compassion, honesty and forgiveness) and the impact that it has had on others and are given opportunity to restore relationships with adults and their peers.

Staff

All staff at Freeland School are expected to follow the behaviour policy setting high expectations for behaviour. They must implement the policy fairly and consistently, making adaptations where children with a SEND need may require additional support. All staff have the right to regulate pupils behaviour and impose sanctions when pupils fail to meet the expectations for behaviour. Staff will inform parents when there is a concern about a pupil's behaviour which is consistent and work with them to create a plan to support the child to improve their behaviour.

All staff are expected to model positive, respectful behaviours at all times. This policy links directly to the Staff Code of Conduct Policy.

Promoting Positive Behaviour for Learning.

At Freeland Primary School we choose to reward and celebrate achievement and high standards. There are a number of strategies we use to promote and actively encourage good behaviour and learning. All adults can actively encourage good behaviour in children if they:

- Model the kinds of behaviours they want to see pupils develop, learn and imitate.
- Emphasise good behaviour & praise whenever possible.
- Are constantly aware and anticipate in order to prevent poor behaviour
- Are alert to signs of children becoming vulnerable
- Consistently apply rewards and sanctions, when appropriate, in line with policy
- Try to understand the motives behind a child's behaviour
- Allow children to make amends & redeem themselves/have a 'way out' of a situation
- Remove disturbing influences before they have an impact on the behaviour of others
- Avoid name calling and derogatory remarks
- Criticise the action not the person

- Have a readiness to be flexible and use a variety of strategies in those cases where children find it difficult to conform to the normally expected patterns of behaviour
- Involve parents at an early stage
- Involve children by encouraging them to take responsibility for their own actions
- Give pupils time to comply with reasonable instructions and have an expectation of compliance
- Provide strategies for the children to develop their independence such as 5Bs.
- Teach behaviour using Jigsaw, assemblies and moments in the day which arise.
- Clear routines are established in every class to give children a structure to each day and clear expectations for behaviour.
- Staff will ask children to self-assess their mood each morning when they come in and after lunch time, by pointing to a chart on the wall displaying three emotions. If they indicate that they are not feeling happy the adult will indicate to the child that they will have time to talk at an appropriate time.

PSHE – Jigsaw Approach.

At Freeland CE School we use the Jigsaw approach to teach PSHE. This scheme enables us to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning

Staff respond to issues as they arise, through additional PSHE lessons where needed, to ensure children know how to keep themselves safe and can build positive relationships with others.

Rewards

At Freeland Primary School we give first attention to best conduct. This affirms the expectations we have for behaviour and encourages children to aspire to them. Children will be rewarded for good behaviour by:

- Verbal praise
- Sending home good news slips to let parents/carers know when children have gone over and above in their work or behaviour. (see appendix 2)
- Headteacher's awards.
- Dojos for great effort and behaviour. (see appendix 3)
- Hot Chocolate Friday- rewards those children who always do their best and always show excellent levels of behaviour.
- Celebration Assembly- this takes place in collective worship on Thursdays. Teachers nominate children to receive star awards for demonstrating our school values of honesty, compassion, forgiveness and love.

- Recognition board- each class from Y1-6 has a recognition board and this is used to praise the children who show a particular learning behaviour during the lesson eg working with focus, supporting one another when working in a group, listening to each other, editing their work carefully etc.
- Celebration assemblies take place on Thursdays and allow children to celebrate any successes they may have had in and out of school e.g. passing a music exam, a sporting achievement.
- Showing work to another teacher or a member of the Senior Leadership Team- if children have shown particular effort with a piece of work, they will be invited to show it to another member of staff to 'show it off.'
- Dojo certificates when children achieve 100 (bronze), 200 (silver) 300 (gold) or 500 (platinum) dojos.
- The winning team with the most dojos will receive the Dojo trophy with their teams colour ribbon tied to it.

These strategies need to be applied consistently by all adults if we are to achieve our aims.

Sanctions

There will be times when behaviour falls below our expectations. In these situations, the member of staff who first noticed/dealt with the behaviour will ensure they see it through to a conclusion, imposing sanctions and supporting the child to restore relationships with those they have affected. If the behaviour is level 4 or 5, a member of SLT will be informed and if needed, support the adult who is dealing with the incident.

Poor behaviour will be dealt with using the following system to encourage the child to improve their behaviour:

First warning.

Second warning.

Intervene using the given script to tell child what the sanction will be, using agreed response and sanction document. (see appendix 4)

Level 4 and 5 behaviour must be referred to SLT to support member of staff who is dealing with incident. Both SLT and the member of staff will deal with it together to ensure children see that all staff have consistent expectations for behaviour. Level 4 and 5 behaviour must be recorded on an incident form and where appropriate parents informed and a meeting arranged to discuss a way forward. Time will also be made to discuss where things went wrong and allow the child to make amends with adults and/or other children.

Sanctions will often be restorative actions such as giving something back to the school community or others to develop an understanding of how things can be made better. Pastoral support will be offered to perpetrators as we know behaviour communicates feelings.

Exclusions

Exclusions from school will only be considered if the education and/or well-being of the child or others would be harmed by allowing the child to remain in the school, if this is the case the Head

teacher will consider a fixed period of exclusion. EPA guidelines for exclusion will be followed.

Usually following a fixed term exclusion:

- A Pastoral Support Plan would be drawn up, with copies to parents/carers and the Governing body.
- Outside agencies would be involved.
- The Head teacher would refer behaviour to Governing body for consideration of permanent exclusion or transfer to an alternative school.

However, there may be a small minority of children with persistent and severe behaviour problems as a result of emotional, psychological or neurological disturbances for whom achieving positive behaviour is much more difficult than for the average child. In such cases, the behaviour of the child is: usually present early in the child's development; regardless of which teacher s/he has encountered; extreme. In such cases, the school will be as supportive as possible towards the pupil concerned, but the safety and well-being of the class as a whole will remain paramount.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

When behaviour off site spills into school parents will be informed so it can be dealt with at home appropriately.

Confiscation

Freeland Primary School have the power to confiscate any item which is illegal or banned from school. In most circumstances staff will confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply. Illegal items (weapons or substances) will be handed to the Police. Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g. chewing gum) will be disposed of. High value items (£20+) e.g. mobile telephones, MP3 players etc., which are confiscated will be held securely until a parent/carer makes arrangements to collect them.

Power to Use Reasonable Force

The legal provisions on school discipline also provide members of staff with 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. Staff should make themselves familiar with DFE guidance 'Use of Reasonable Force' - advice for school leaders, staff and governing bodies. To help protect the staff and children, key staff will be trained using the Team Teach approach.

Pupils with Additional Needs

Freeland Primary School recognises that some pupils are vulnerable and may require additional support in order to conform to the expectations of behaviour of the school. Children are identified by any member of staff as we are all responsible for the welfare of the children.

Pupils who require additional support may be:

- Offered support from class teacher/member of SLT and be regularly monitored. We also have an ELSA Teaching assistant who can also provide support in some cases.
- Referred for a multi-agency assessment.
- supported by a behaviour plan with strategies to promote self-esteem and good behaviour.

- provided with additional support in class and at play times from a teaching assistant.

The school will regularly review all pupils who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact (e.g. CAMHS, Social Care).

All staff should also be aware that where a child has additional needs, different strategies may need to be used to support the child in conforming to behaviour expectations. At times some children with a specific need may struggle to conform and at these times staff need to refer to the Zones of Regulation and give children time to calm down, as well as supporting them to use learned strategies to get back into 'The Green Zone'.

Zones of Regulation (see appendix 9)

Freeland CE Primary School uses Zones of Regulation to help children understand, recognise and moderate their emotional responses. This compliments our behaviour policy. This is a whole school approach to help children manage their emotional literacy so that they can understand their level of alertness for learning. Individuals are impacted by different things and thus have different responses. Our task is to help individuals to regulate themselves into the 4 optimal zones:

Blue zone: emotions in this zone are sad, tired, sick or bored

Green zone: optimal zone Emotions in this zone are happy, calm, feeling okay, focused, ready to learn.

Yellow zone: heightened stage of alertness. Emotions in this zone are frustrated, worried, silly, excited and loss of some control.

Red zone: intense and extreme emotions are displayed in this zone e.g. mad, angry, terrified, elated, out of control.

Staff should model which zone they are in, eg. I am in the yellow zone because I'm looking forward to something, I am in the green zone because I have enjoyed seeing my family over the weekend. This helps children to recognise where they are.

Equality

All children in the school will be subject to this behaviour management system regardless of race, religion, gender or ability. The same high expectations of behaviour will be applied to avoid stereotyping and support will be given to children when necessary.

Monitoring

Behaviour is monitored both by class teachers and the Senior Leadership Team. Class Teachers record behaviour incidents which are level 2 and above in the class behaviour book. Teachers will discuss any concerns with parents if a child is regularly not meeting the expectations for behaviour. Records in the behaviour book will help staff to identify any patterns or triggers for the poor behaviour and allow them to discuss strategies with parents that they will use to support the child. Level 2- 5 behaviour will be monitored closely through records in the class behaviour book by the class teacher and regularly by SLT. The class behaviour book will be monitored by SLT termly to help identify patterns and support. If a child has 3 or more entries in the behaviour book parents will be notified and invited to come into school to discuss ways to work together with the school to

support their child in improving their behaviour. Each time a member of SLT is called to discuss a child's behaviour this is recorded in the SLT behaviour book.

Moving Around School.

Children will walk quietly around buildings and site, for example when coming and going to the hall for games, collective worship and all other activities. Children are expected to enter and leave the assembly hall in silence. Staff are expected to be quiet in assembly too as a role model of good behaviour. Children will be expected, out of respect, to hold doors open/stand aside for others wanting to come through. At the end of each playtime children are expected to line up silently (listening to music to calm them) and walk silently to their classrooms to start learning. It is an expectation that the class teacher or teaching assistant models and monitors this process.

Play Time and lunch time behaviour.

The same high expectations for behaviour apply to play times and lunch times. It is the job of all staff on duty to maintain these high expectations and to deal with any incidents which may arise, following the behaviour policy.

It is expected that:

- all staff on duty will be out on time with a whistle and will ensure the music player, behaviour book and yellow bands are brought outside.
- all staff on duty will stand in designated areas of the playground and will be vigilant in observing children's play to ensure it is not too rough.
- any children who play too roughly will have five minutes time out on the bench and this will be recorded in the behaviour book. If the child's name appears three times within a half term in the behaviour book a sanction will be given.
- children who need to go to the toilet will ask for a yellow band and staff will monitor this carefully.
- all staff will pre-empt poor behaviour and intervene in a timely way to ensure children are reminded of the expectations for behaviour, redirected and supported in maintaining their behaviour.
- praise and Dojos or a Good News slip home will be given to children who behave well, show kindness to others and are helpful.
- if behaviour at playtimes fall short of expectations, the sanctions outlined in the behaviour policy (appendix 11) will be followed. The member of staff who observes the poor behaviour will deal with it and issue the sanction. Procedures will be followed to record the incident when necessary and to inform the class teacher or SLT (level 4 and 5) in line with the sanctions document.
- staff on duty will hand over any concerns or incidents which happened at play time or lunch time using the correct form so class teachers/ TA's or whoever is teaching them next can monitor the situation and give support where needed.
- Classes will be awarded points at the end of each play time and the Freeland Bear will be awarded to the winning class each week.

End of Play Time and Lunch Time

- First whistle-children stand still in silence.
- Second whistle- children walk calmly and quietly to their line while calming music is played.

- Teachers will be ready to take children in straight away ensuring children walk in quietly and calmly. Teachers will also walk in quietly, modelling the expectations.

In the Dining Hall

To continue behaviour expectations during lunch time, Robins will come into the lunch hall at 11.45am after washing their hands and take their coats off. They will then eat their lunch with support from Y6 lunch time helpers and Robin's staff. Y1 and 2 will come straight into the hall at 12.00pm and eat their lunch after washing their hands. The person on duty will regulate the flow of children coming into the hall to get their lunch so that children do not have to wait very long in a queue. The person on duty in the hall will communicate via walkie talkie with the adult outside that the next group can come into the hall. Teachers will split their classes into group 1 and group 2 for coming into the lunch hall. Year 6 line leaders will take each group, when called by the person on duty to wash their hands and get their water bottles and packed lunches. Children are expected to wait quietly and say please and thank you to the staff and their peers.

Cutlery will be on the tables for KS1 and drinks will be poured by Year 6 lunch time helpers. The helpers will monitor how much children on their table eat and encourage them to eat their lunch if needed. They will also help them with cutting up food or any other problems which occur. KS1 children must put up their hand to ask their table helper if they can eat their pudding and leave the hall at the appropriate time.

When coming in for dinner children shall:

- Collect their lunchboxes and walk around to the hall.
- Take their coat and hats off and sit on them.
- Sit on their bottom and put their hand up if they need help.
- Use a knife and fork to eat their food.
- Children will be expected to talk in an inside voice whilst talking to their friends on their table.
- Carry out good table manners e.g. not talking with their mouth full or overfilling their mouths.
- When the children have finished, they must tidy their tray away and walk out to play.

Five minutes before the end of lunch time the whistle will blow. Children should then help to tidy away equipment. Play leaders will play a key role in encouraging other children to help to tidy up.

Anti-Bullying

Freeland School is determined that all pupils should feel safe at school. A key feature of this is the strong stance taken against all forms of bullying.

Definition

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend. Bullying is mean and results in worry, fear, pain and distress to the victims.

Types of Bullying

Physical Bullying: hitting, kicking, tripping, pinching and pushing or damaging property.

Verbal bullying: name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Social bullying: sometimes referred to as covert bullying. It is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and / or cause humiliation.

Social bullying can include:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to social exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying: intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices.

Cyber bullying can be overt or covert bullying behaviours using digital technologies including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

Cyber bullying can include:

- abusive or hurtful texts, emails or posts, images or videos
- deliberately excluding others online
- nasty gossip or rumours
- imitating others online or using their log-in.

Signs that a child may be a victim of bullying

While the below may be signs of bullying it must be recognised that they also can be signs of other worries including abuse.

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, soiling / bedwetting
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high levels of anxiety, mood swings, tearfulness for no other apparent reason, lack of confidence, headaches and stomach aches, signs of depression
- Behavioural: asking to be escorted to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, "losing" more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Anti-bullying Strategies used at Freeland CE Primary School:

- Ensure that the school leadership promotes an open and honest anti-bullying ethos with our school values at the core of what we do. (compassion, love, honesty and forgiveness)

- Use of curriculum opportunities to discuss diversity and draw out anti-bullying messages particularly in Jigsaw PSHCE sessions.
- Use of opportunities such as assemblies and national Anti-Bullying week in November to raise awareness of the negative consequences of bullying and the responsibilities of bystanders.
- Regularly reviewing the effectiveness of staff supervision patterns and making adjustments as required.
- The appointment of year 5 and 6 children as play leaders to engage the younger children in purposeful play.
- Provision of information to parents about how to keep their children safe online including an awareness of cyber bullying.
- All school staff are role models in the way they treat others.
- All forms of stereotyping or discriminatory language are challenged.
- Difference is actively celebrated within the school.
- Children, parents/carers/ staff know how to report incidents of bullying and know they will be listened to and appropriate action taken.
- If children cannot tell an adult they can write their worry down and place it in the worry box in their classroom which will then be dealt with appropriately by the class teacher.
- Behaviour is carefully monitored by all staff and if there are any concerns about bullying they are discussed quickly with the class teacher and SLT.

Responses

The school handles issues of bullying sensitively and follows these guidelines:

The child being bullied:

1. Is taken seriously and believed
2. Is supported in their struggle to cope
3. Has ownership of the situation
4. Is helped, if necessary, to put it in perspective
5. Will have someone trusted to talk to
6. Sees the situation monitored
7. Sees that justice is done

The bully:

1. Has to face up to the fact that they are bullying
2. Receives appropriate punishment
3. As needed, will get counselling by a trusted adult
4. Is supported in their effort to reform
5. Has their behaviour monitored
6. Has a positive new start once sanctions have ended

Incidents of bullying are monitored by class teachers through their behaviour book, where records are kept of such incidents. SLT are informed of any incidents of bullying and monitor the situation carefully through discussions with staff, child and parents. Behaviour Incident Recording Forms will highlight any patterns in behaviour to allow the correct support to be in place. The Headteacher reports on these, three times a year, to The Governing Body.

Parents

Parents who suspect that their child might be bullied or who suspect that their child might be a perpetrator of bullying should contact their child's class teacher immediately.

- Parents have a responsibility to support the school's behaviour policy.
- If parents have concerns about how the school has dealt with bullying incidents, they should contact the Head teacher. The procedure followed will be that laid out in the school policy for Responding to Parental Concerns

Staff Misconduct

In the event of staff being accused of misconduct The Head teacher in consultation with the Chair of Governors, will contact the EPA's Safeguarding Team and draw on DFE guidance 'Dealing with Allegations of Abuse Against Teachers and Other Staff' in cases of allegations that a member of staff (including volunteers):

- Has behaved in a way that has harmed a child
- May have harmed a child
- Has possibly committed a criminal offence against or related to a child
- Has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children.

Any such allegation will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. A member of staff who has been accused of misconduct will not automatically be suspended, pending an investigation.

Vicky's After School Club

Our wrap around care provider is Vicky's After School Club. Staff running the club expect the same standards of behaviour as are expected in school and will follow our behaviour policy.

Appendix 1 School Rules



Appendix 2 Good News Slips

Good News



Name: _____

I just wanted to let you know
that I'm happy that

From: _____

Date: _____

Good News



Name: _____

I just wanted to let you know
that I'm happy that

From: _____

Date: _____

Good News



Name: _____

I just wanted to let you know
that I'm happy that

From: _____

Date: _____

Good News



Name: _____

I just wanted to let you know
that I'm happy that

From: _____

Date: _____



ClassDojo



At Freeland CE Primary School we use Class Dojo as a reward system. Children are organised into teams and each half term the team with the most Dojos will be rewarded.

Children may be rewarded Dojos for:

- excellent effort
- being kind and helpful
- displaying an example of one of the school values
- impressing an adult
- good manners
- showing initiative and independence
- following school rules
- showing initiative and independence
- a good piece of work

Team Dojos will be counted every Friday and a running total will appear on the school website. Parents are notified every time a dojo is awarded to their child, so praise and a discussion about what went well can take place between the parent and their child.

Freeland CE Primary School Response and Sanctions For Behaviour Not Meeting Our Expectations.

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Making irritating noises</p> <p>Lack of effort during lessons</p> <p>Wandering around classroom</p> <p>Time wasting in transition periods.</p> <p>Bringing toys to school</p> <p>Distracting others</p> <p>Calling out.</p> <p>Not having PE kit/outdoor trainers/reading book.</p> <p>Not completing homework.</p> <p>Persistent level 1 behaviour should move to level 2</p>	<p>Poking/prodding others.</p> <p>Name calling.</p> <p>Running inside/round Golden Eagles classroom to Green building.</p> <p>Running in quiet area.</p> <p>Making fun of another child's work.</p> <p>Throwing things in classroom.</p> <p>Leaving classroom without permission.</p> <p>Ignoring instructions from an adult.</p> <p>Persistent level 1 behaviour.</p> <p>Walking away from an adult when they are talking to them.</p> <p>Defacing books/desks</p> <p>Misuse of classroom equipment.</p> <p>Rude responses to adult requests. (including shrugging)</p> <p>Talking over others.</p> <p>Not lining up quietly after lunch/play times.</p> <p>Not using play time equipment safely/respectfully.</p>	<p>Stone throwing.</p> <p>Interfering with another person's property.</p> <p>Telling lies</p> <p>Deliberately winding another child up/teasing.</p> <p>Misuse of toilets/handbasins.</p> <p>Swearing (not directed at an individual)</p>	<p>Throwing objects to hurt another person or damage property.</p> <p>Stealing.</p> <p>Pinching/pushing/hurting</p> <p>Swearing directed at someone.</p> <p>Verbal aggression.</p> <p>Climbing fences/wall, unsafe behaviour.</p> <p>Refusal to take part in learning.</p> <p>Refusing to go to a member of SLT when asked.</p> <p>Answering back/arguing with adults.</p> <p>Refusal to follow safety instructions.</p>	<p>Leaving school grounds without permission.</p> <p>Physical violence towards another person/property.</p> <p>Spitting at someone.</p> <p>Bullying (repeated and persistent), threatening, intimidating including online.</p> <p>Damaging school property.</p> <p>Racist remarks including online.</p>

Freeland CE Primary School Response and Sanctions For Behaviour Not Meeting Our Expectations.

Response and Sanctions				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>After 2 warnings use script to intervene swiftly and appropriately explaining what sanction will be if they don't improve behaviour. If poor behaviour continues move to level 2 sanctions.</p> <p>Confiscate toys and return to child/parent at end of day.</p>	<p>Record in behaviour book Sent to partner class to complete work. Reflection time to write apology letter or practice skill e.g. lining up quietly. Restorative conversation between child and the person they have upset/hurt. Community service to put right any damage to property or to give back time to school community e.g. litter picking, tidying up after lunch time, cleaning graffiti etc. Behaviour mentor. Informal conversations between class teacher and parents. 5 minutes time out at play times on bench.</p>	<p>Record in behaviour book Class teacher to contact parents either after school or by telephone. Monitor behaviour and update parents regularly. Reflection time to think about what went wrong and how it can be put right. Restorative meeting with adults/children who were affected by the behaviour. Loss of privileges. Community service. Completing work in another classroom. Behaviour mentor.</p>	<p>Record in behaviour book Adult who witnessed incident, to deal with it, supported by an SLT member. Meeting between SLT/class teacher/parents and child. Monitor and record behaviour in each lesson and at play times. (in behaviour book) Loss of privileges. Complete work in another classroom. Behaviour mentor. Reflection time to think about what they did wrong, who it affected and what they will do differently in the future. Restorative conversation between child and the people who were affected by their behaviour. Behaviour plan which all staff are made aware of which includes strategies to support the child. Internal exclusion.</p>	<p>Record in behaviour book SLT to be informed and to support member of staff who dealt with incident. Meet with parents (class teacher, member of SLT and parents) Behaviour plan to monitor and reward good behaviour which all staff are aware of. Agreed regular meetings with parents. Fixed term exclusion. Letter to parent. Racist remarks reported.</p>

Example scripts for dealing with behaviour to minimise escalation

Classroom minor incidents

1. **Playfulness** – nip in the bud with your voice or expression e.g. *'I know you can sit much better than that!'* Perhaps increase presence here too, standing nearer the child in a non-threatening way
2. **Acceptance** – This is the way the child feels at this moment. Accepting it first helps the child to engage in reflection. *'I can see you have come in really upset after break / this game has left you feeling really cross / this writing feels difficult to you'*
3. **Curiosity** – In the interim the adult can be thinking about why the child is behaving like this. What are they communicating? *'How can I help you?'* Increase presence – *'What do you think this is about?'*
4. **Empathy** – 'No wonder you feel worried about this: it's new and maybe you think it looks difficult.' *'I can see why you feel really cross. It's horrid to have an argument at break with your friends.'*

'But it's not ok to talk when I'm teaching / hit other children....I will think about what we need to do at break to fix this, we will work on this together.' (apology, complete work, repair damage)
5. **Reflection sheet** – *'You will complete a reflection sheet at lunchtime, you might like to think what you can do and we will discuss it.'*

Break/Lunch

1. **Positive** message

e.g. *'Great game.../I saw you do....on Tuesday...'*

2a. **Describe – minor** e.g. rough play, being rude

'I have just seen what's happened.' Describe this briefly in detail: *I just saw you come over and take the football from xxx'* Staff could be curious at this point: *'I'm wondering what you were thinking when you did that?'*

'That's not ok – we are going to decide what to do' (Give child direction e.g. say sorry)

End on a positive: *'It's time to head inside now. I wonder if you will be doing some more fantastic writing/showing your teacher how good you are at..... I was so impressed with....'*

2b. **Describe – more serious** e.g. physically hurting, swearing, bullying

'I have just seen what's happened.' Again, describe briefly but in detail with no emotional language or shame.

'That's not ok, we don't xxxx in our school'

'I'm going to talk to your teacher about what we can do about this'

'You might like to think about how we can make this better and we will talk about it again later''

Give child direction e.g. *move away from incident, stop playing with X*

Thinking about my behaviour – FS, KS1



Name:

Date:

Adults involved:

Which one of our school values have you questioned?

Honesty		Forgiveness		Compassion		Love	
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Write or draw a picture to show what happened.....



Write or draw a picture to show how you will put it right.....

Signed by

Child:

Parent:

A school characterised by

Honesty Forgiveness Compassion Love

We aspire to be a happy community in which we flourish spiritually, socially and academically

Know your roots, Branch Out, Fly High'

Thinking about my behaviour –KS2

Name:

Date:

Which one of our school values have you questioned?

Honesty		Forgiveness		Compassion		Love	
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The behaviour that got me into trouble was...

It was unacceptable because....

The rule or value that I broke was....

The people affected by my behaviour were....

To put it right I am going to....

To avoid this in future I will.....

Signed by

Child:

Parent:

Freeland Primary School

Level 4 and 5 Behaviour Incident Recording Form

Name:

Year Group:

Record sufficient detail to allow for monitoring of incidents.

Type of Behaviour	Tick	Where did it happen?	Tick
Throwing objects to hurt another person or to damage property.		Classroom	
Stealing.		Around School	
Pinching/pushing/hurting others.		Dining Hall	
Swearing directed at someone.		Playground/field	
Verbal aggression.		To/from school	
Climbing fences/wall/ unsafe behaviour.		Toilets/cloakroom	
Refusal to take part in learning.		Spiritual Garden	
Refusal to follow instructions from an adult.		Breakfast Club	
Answering back/arguing with adults.		After School Club	
Leaving school grounds without permission.		Event out of School	
Physical violence towards another person/property.		Other (describe below)	
Spitting at someone.			
Bullying (repeated and persistent).			
Threatening/intimidating. (including online)			
Damaging school property.			
Racist comments (including online)			
Other (describe below)			

Date:	Time:
Description of what happened:	

Pupils involved	Year group

Action taken:

Children at Freeland School are educated about the 'zones' based on the work of Leah Kuypers. This helps children gain skills which allow them to consciously regulate their actions, which in turn leads to increased control and problem-solving abilities. 'Zones of Regulation' supports a child in recognising when they are in four different zones, identified by colours. The optimal zone is the green zone where children can focus and work to the best of their ability.

Blue zone: emotions in this zone are sad, tired, sick or bored.

Green zone: optimal zone. Emotions in this zone are happy, calm, feeling okay, focused, ready to learn.

Yellow zone: heightened stage of alertness. Emotions in this zone are frustrated, worried, silly, excited and loss of some control.

Red zone: intense and extreme emotions are displayed in this zone e.g. mad, angry, terrified, elated, out of control.

We aim to educate our children to be able to identify their own emotions and feelings and express them clearly. They can then use this to identify which zone they are in. Children and staff are taught strategies to be able to move from one zone back into the green zone.

When children are in a heightened state of emotion (the red zone), staff are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary. De-escalation is the act of knowing and recognising triggers that bring about undesired presentations and applying known/agreed or introducing distracting techniques to give the pupil time to gain self-control.

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

Processing time - children need to be given the opportunity to make the right choice for themselves. Staff should give (sometimes time bound) instruction and then allow processing time for the child to act on the instruction eg I am going to the quiet space and I would like you to join me there in one minute. I would like you to return to your seat, please, and begin your task - whilst staff work with another child and allow the pupil to choose to return to their seat. The instruction could be repeated once again as an order -please return to your seat, with processing time and a sanction can be imposed if the pupil does not follow the class expectation. Please note, knowing the child is key as different children will require different processing time. Follow the correct action immediately with praise stating why it is being given.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to stand to the side of a child and drop to their level. Intonation and use of voice - when people are anxious or angry, they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly. Ask how the child is feeling and assign an emotion to it. e.g. I see you are feeling red as you seem angry as you ran out of class. You will need to talk calming and give them the

opportunity to regain control back to green. Some of our children with special needs may have a behaviour plan that may include access to a calm space included in the plan.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counterproductive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Danger of harm to self or others - introduction of a red card to 'call' for help. Red cards should be used to call senior leaders when either a child or an adult is at risk of harm.

Appendix 11 Sanctions and responses for Play Times.

Freeland CE Primary School Response and Sanctions For Behaviour Not Meeting Our Expectations at Play Times

Level 1	Level 2	Level 3	Level 4	Level 5
Bringing toys to school Not having outdoor trainers. Going inside without asking permission. Persistent level 1 behaviour should move to level 2	Rough play (any play which involves rough physical contact with others) Poking/prodding others. Name calling. Running inside/around Golden Eagles classroom to Green building. Running in quiet area. Making fun of another child. Ignoring instructions from an adult. Persistent level 1 behaviour. Walking away from an adult when they are talking to them. Misuse of equipment. Rude responses to adult requests. (including shrugging) Talking over others. Not lining up quietly after lunch/play times. Not using play time equipment safely/respectfully.	Stone throwing. Interfering with another person's property. Telling lies Deliberately winding another child up/teasing. Misuse of toilets/handbasins. Swearing (not directed at an individual)	Throwing objects to hurt another person or damage property. Stealing. Pinching/pushing/hurting Swearing directed at someone. Verbal aggression. Climbing fences/wall, unsafe behaviour. Refusing to go to a member of SLT when asked. Answering back/arguing with adults. Refusal to follow safety instructions.	Leaving school grounds without permission. Physical violence towards another person/property. Spitting at someone. Bullying (repeated and persistent), threatening, intimidating including online. Damaging school property. Racist remarks including online.

Freeland CE Primary School Response and Sanctions For Behaviour Not Meeting Our Expectations at Play Times

Response and Sanctions				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>After 2 warnings use script to intervene swiftly and appropriately explaining what sanction will be if they don't improve behaviour. If poor behaviour continues move to level 2 sanctions.</p> <p>Confiscate toys and return to child/parent at end of day.</p> <p>Missing play time if repeatedly doesn't bring outdoor shoes.</p>	<p>Hand over any issues to staff who will record in behaviour book.</p> <p>Time out for 5 minutes for rough play on bench.</p> <p>Reflection time to write apology letter or practice skill e.g. lining up quietly.</p> <p>Restorative conversation between child and the person they have upset/hurt.</p> <p>Community service to put right any damage to property or to give back time to school community e.g. litter picking, tidying up after lunch time, cleaning graffiti etc.</p> <p>Behaviour mentor.</p> <p>Informal conversations between class teacher and parents.</p>	<p>Hand over any issues to staff who will record in behaviour book.</p> <p>Class teacher to contact parents either after school or by telephone.</p> <p>Monitor behaviour and update parents regularly.</p> <p>Reflection time to think about what went wrong and how it can be put right.</p> <p>Restorative meeting with adults/children who were affected by the behaviour.</p> <p>Loss of privileges.</p> <p>Community service.</p> <p>Behaviour mentor.</p>	<p>Hand over any issues to staff who will record in behaviour book.</p> <p>Adult who witnessed incident, to deal with it, supported by an SLT member.</p> <p>Meeting between SLT/class teacher/parents and child.</p> <p>Monitor and record behaviour in each lesson and at play times. (in behaviour book)</p> <p>Loss of privileges.</p> <p>Complete work in another classroom.</p> <p>Behaviour mentor.</p> <p>Reflection time to think about what they did wrong, who it affected and what they will do differently in the future.</p> <p>Restorative conversation between child and the people who were affected by their behaviour.</p> <p>Behaviour plan which all staff are made aware of which includes strategies to support the child.</p> <p>Internal exclusion.</p>	<p>Hand over any issues to staff who will record in behaviour book.</p> <p>SLT to be informed and to support member of staff who dealt with incident.</p> <p>Meet with parents (class teacher, member of SLT and parents)</p> <p>Behaviour plan to monitor and reward good behaviour which all staff are aware of.</p> <p>Agreed regular meetings with parents.</p> <p>Fixed term exclusion.</p> <p>Letter to parent.</p> <p>Racist remarks reported.</p>