



## Behaviour Policy

<b>Governing Committee Responsible:</b>	Full Governing Body	<b>Governor Lead(s)</b>	Headteacher
<b>Status</b>	Statutory	<b>Review Cycle</b>	Annual
<b>Last Review</b>	September 2022	<b>Next Review</b>	September 2023

Do to others as you would have them do to you (Luke 6;31)

### Aims

We believe that all children at St Mary's Farnham Royal School should have the right to feel safe flourish in academic, life, social, & emotional skills. The ethos of Faith, Family, Future and Flourish are held at the heart of everything we do ensuring an environment where environment of safety, kindness, tolerance and respect are given and received by all members of our school community.

Our school vision provides the guiding principles all members of our community, children and adults, are expected to follow:

- All behaviour is communication
- 'Attention seeking behaviour' is 'Relationship seeking behaviour'
- Listen to the child(ren)
- Empathise with the child(ren)
- Build connections with all children through friendly interactions
- Ensure children feel equal so they trust & respect
- Recognise both our verbal and non-verbal communication

### Purpose

St Mary's Farnham Royal School seeks to create a nurturing, learning environment through its behaviour policy by:

- Promoting clear behaviour expectations with a focus on praise.
- Promoting self-esteem, self-discipline and proper regard and respect for authority.
- Promoting positive relationships based on mutual respect for others, their possessions and the school and wider environment.
- Promoting engagement in classroom activities
- Encouraging consistency of response to both positive and negative behaviour.
- Ensuring fairness for all.
- Promoting early intervention.
- Providing a safe environment free from disruption, bullying and harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and procedures.

We wish to develop in our pupils:

- An awareness of appropriate behaviours in a range of situations.
- The ability to take responsibility for their actions and an understanding of the consequences.
- An understanding of rules and boundaries.
- Self-control and the strategies to manage emotions.



- A caring attitude and respect for themselves, others and the environment.
- An acceptance of other races, religions and ways of life.
- Consideration for younger pupils and those with special needs.
- The adoption of our Christian values of courage, effort, joy, kindness and trust

**Behaviour for Learning - Gem Powers**

These are our way of encouraging children to be the best learners that they can be. They cover many of the key characteristics and behaviours that make successful and independent learners and are the focus of expected+ behaviour in school

**Diamond Power**

I will take responsibility for solving problems and use different strategies to help. If I get stuck I will ask a good question. I will recognise when I can do things for myself and when I need help.

**Ruby Power**

I will be kind to others and make them feel good about themselves

**Emerald Power**

I will be a brave learner and always try my best. If I get things wrong or make a mistake I will bounce back and have another go.

**Sapphire Power**

I will focus and engage with my learning and help others to focus as well.

**Rewards**

All members of staff within the school apply rewards and sanctions fairly and consistently.

Children should be rewarded for keeping the rules and expectations and also for efforts to improve in all areas of behaviour.

Rewards may be class based and include praise, stickers (in EYFS), house points & Gem Cards. Recognition beyond the classroom includes Gem Certificates in assembly, Headteacher Awards & handwriting & presentation certificates Rewards may be earned individually or corporately by a group or class.



Teachers will keep a record of rewards to ensure consistency and fairness.

**Sanctions**

- We recognise that all behaviour is communication
- We recognise the three states children can be in.
- We recognise that children do not learn in 'Threat state' & need to move into the 'Soothing state' before reflection can take place
- We do not shout or argue with children

**Three Step System**

If a child displays unacceptable behaviour a three stage behaviour process is in place to encourage reflection & a change in behaviour: Treasure Chest (Good/expected behaviour)





1. First verbal warning is given to the child and their name is written/moved from the Treasure Chest
2. Second verbal warning is given to the child and their name is written/moved to Isolation Island
3. Third verbal warning is given to the child and their name is written/moved to Reflection Rock



At any point during the three stages a child may move back up the stages, indeed children are encouraged to do so by reflecting upon and changing their behaviour.

### Reflection

Following any incident reflection is facilitated by staff.

All reflection involves staff **listening** to the child(ren)

Children need to be in a learning state.

- **Compassion based support:** supporting children through 'Threat state' & in to 'Soothing state' before reflection. This may mean giving them space & time.
- **Solution based support:** discussing/drawing child led solutions. Visualising how things can move forward & improve

### Reflection Cards

If a child is on Reflection Rock then a Reflection Card is given outlining their behaviour:

- Constant interruptions
- Ignoring instructions or not doing what you are told
- Play fighting or rough games
- Rudeness or answering back
- Intentionally upsetting another child
- Misuse of facilities or equipment
- Other...



Reflection Cards are recorded on CPOMs by the class teachers for monitoring & tracking purpose. All children receiving a Reflection Card are referred on to their Key Stage Leader.

**Reflection:** If a child has done something wrong they will be encouraged to reflect upon:

- Am I being kind to others?
- Am I taking responsibility for my own actions?
- Am I being honest & fair?
- Am I focused on my learning?
- Am I distracting others?
- Am I behaving appropriately?
- Am I able to bounce back?
- Am I working well with others?
- Am I listening to others?

### Consequences

Consequences may include missed playtime or lunchtime time (Working in the library/Standing by the wall) removal of privilege such as being a monitor, speaking to parents.

**Frequent Reflection Cards:** there may then be the need to:



- Inform Parents by phone/letter.
- Meet with parents to investigate possible causes/alternative strategies i.e. parents work alongside child, reduced school day etc.
- Consider the need for additional support through the Pastoral Support Leader or SENDco
- Initiate closer monitoring i.e. behaviour chart'
- Referral to other agencies i.e. Behaviour Support/Ed Psych etc.
- Consider the use of internal and external exclusion in line with current LA and DFE guidance and advice.

### **Additional Support**

On very rare occasions behaviour may be so extreme (i.e fighting in class, swearing at the teacher) that the Key Stage Leader may instantly refer the child to the Head or Deputy Head Teacher.

Once more we take the approach that all behaviour is communication. We enable the child to reflect. Ongoing Pastoral Support may be offered to help the child develop an understanding of what makes themselves behave in a particular way and to develop coping strategies or other methods of communicating how they are feeling to have a more positive and lasting response to such behaviours.

### **SEN Adaptation**

Personalised plans will be put in place for children with Special Needs or particularly low self-esteem. Provision to enable everyone to abide by school rules and expectations may include:-

- Behaviour Plan
- Mentoring
- Curriculum adaptation and organisation
- Short time scale personalised rewards
- Teaching Assistant intervention
- Personalised sanctions
- Nurture groups
- Local Authority involvement

The aim is for all children to work within school parameters while recognising that some children will find this more difficult than others.

In specific cases where a child with specific identified special needs is involved with a serious incident likely to result in exclusion, the decision to exclude or not will rest with the Headteacher. The specific needs of the child may have relevance and therefore the decision must be made taking into account the needs of the child.

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### **Effecting change**

Every child & their well-being matters therefore we strive to support change in variety of ways including:



- 1:1 time with children
- Pastoral support
- Understanding the child: Thoughts, emotions, behaviours, physical sensations
- Changing behaviour: small steps with rewards
- Changing thoughts: working with the child to understand that thoughts are not facts
- Safeguarding: understanding the child's world, problems, maintain factors, protective factors

### **Sanctions**

- The Headteacher or member of the SMT are the only persons able to internally exclude a child i.e. remove them from a lesson or session.
- The Headteacher is the only person able to externally exclude a child. In accordance with the Buckinghamshire exclusion guidelines.

Sanctions for behaviour will also be used should a pupil bring the school in to disrepute, either in or out of school.

### **Use of Reasonable Force**

Like all schools, we reserve the right for our Staff to use reasonable force to control or restrain a pupil in specific circumstances.

The Education and Inspections Act 2006 enables School Staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- "Causing personal injury to any person" (including the pupil themselves)
- "Causing damage to the property of any person" (including the pupil themselves)
- "Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"

(For further information please refer to 'The use of force to control and restrain pupils')

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

All staff have the right to use reasonable force. All instances of restraint are recorded & parents informed.

### **Equalities**

We believe that no child or adult should be discriminated against on the grounds of age, class, culture, disability, gender, language, race, religion, sexuality or special needs. In line with the current equalities legislation (see Equalities Policy), we will be proactive in promoting equality, eliminating discrimination and eliminating harassment. Any attitude, use of language, action or practice which assumes or implies inherent inferiority or superiority of any group will be dealt with and challenged whether it is overt and intentional, disguised yet deliberate, or unintentional. Any such action, verbal or physical, by pupils will be dealt with rigorously.

### **Sexism and Sexual Harassment**

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal



abuse, which includes name-calling and sexist comments.

**Sexist comments** are those which discriminate based on sex, particularly against women.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

**Sexual harassment** is the 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

### **Child-on-Child Abuse**

SMFR recognises that children are vulnerable to and capable of abusing their peers.

We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child abuse will not be tolerated or passed off as part of "banter" or "growing up" and we understand that non-recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that Child on Child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- Bullying including cyberbullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Physical abuse
- Up skirting (now a criminal offence and has reporting requirements)

In cases where Child on Child abuse is identified we will follow our Child Protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. There may also be a need to reference other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy.

### **Behaviour Outside of the School Premises**

Children whose behaviour does not comply with the standards set will be kept in close proximity of the teacher on school visits. If their behaviour continues to give cause for concern, it may not be appropriate for the child to attend any ensuing trips or visits (please see Guidance for School Journeys and Visits). If a child misbehaves whilst on a school trip, exactly the same rules regarding



behaviour and conduct will apply.

If a child behaves badly whilst travelling to and from school, the informer or observer of such behaviour should be contacted to explain what has occurred before speaking to the child/children involved and their parents. Arrangements may be made to have the child collected from school in future. The behaviour of a pupil outside school can be considered grounds for an exclusion.

The rules regarding behaviour and conduct also apply to those periods when children are on school grounds with their parents or carers. For example, during school events or during extra-curricular activities.

### **Cyber Bullying**

If it is found that children are sending hurtful, bullying or abusive messages to each other on line, via social Media or through a mobile device, we will inform parents and may need to inform police. Staff will aim to educate children to the damage that such messages can cause to each other and this will be followed up by regular e-safety education for children and parents. Please see our e-safety policy.

### **The Role of Parents**

At St Mary's Farnham Royal, we value and recognise the importance of parents as part of our school family. Our aims and values are explained to new parents on their introduction to school and throughout their time with us we repeatedly illustrate how they are the basis for all relationships and for any conflict resolution. These values are the basis of every interaction. These values are also an integral part of the Home School Agreement. Parents are asked to let school know about any worries as soon as possible. Parents are also regularly informed that the school expects to work in partnership with them to resolve any unpleasantness and to help educate children about how to live in harmony and respect for one other.

### **Exclusions**

The school follows and adheres to the DFE Exclusion Guidance for maintained schools, academies and pupil referral units in England

### **Anti-Bullying**

We aim to create an environment in which children feel safe and bullying is prevented at every opportunity. An ethos is created where children can talk to a whole range of adults about any concern. Any instances of perceived or actual bullying will not be tolerated. They will be investigated, dealt with as appropriate and then monitored.

### **Staff Development**

- Regular inset staff training will continue to support the development of skills and strategies for all staff.  
Behaviour management and learning behaviour will be monitored by the Senior Leadership Team through observations, scrutiny's
- Termly analysis of the teacher's sanction records on CPOMs reported to the Governing Body



St Marys Farnham Royal C of E Primary School

Name \_\_\_\_\_

You have been given a REFLECTION card for unacceptable behaviour. You must see your Key Stage Leader.

Given For:

- Constant interruptions
- Ignoring instructions or not doing what you are told
- Play fighting or rough games
- Rudeness or answering back
- Intentionally upsetting another child
- Misuse of facilities or equipment
- Other...

Signed \_\_\_\_\_ Date \_\_\_\_\_ Time lesson/play/lunch/other

Signed \_\_\_\_\_ (Key Stage Leader) Date \_\_\_\_\_

Consequence: \_\_\_\_\_ Completed: \_\_\_\_\_

St Marys Farnham Royal C of E Primary School

Unless your behaviour has been significant enough to warrant an immediate REFLECTION card, you will have been given two verbal warnings and opportunities to correct your behaviour.

It is important that you reflect upon and amend your behaviour...

- Am I being kind to others?
- Am I taking responsibility for my own actions?
- Am I being honest & fair?
- Am I focused on my learning?
- Am I distracting others?
- Am I behaving appropriately?
- Am I able to bounce back?
- Am I working well with others?
- Am I listening to others

Your Key Stage Leader will monitor the amount of cards you receive. Should you receive 3 then your parents/carers will be contacted to discuss your behaviour with a senior member of staff.