



Flushdyke J & I School

Behaviour Policy

Approved by: Governing Body

Date: June 2020

Review Date: June 2021

Flushdyke School is a place where learning is paramount and children are encouraged to develop intellectually, socially, physically, spiritually and culturally. This development can only take place in an orderly and well-disciplined environment with high expectations of the behaviour of all its members.

Our Aims

- To provide a safe and happy environment where effective learning can take place so that each pupil can develop to his/her full potential.
- To encourage tolerance, self-discipline and mutual respect. Everyone in school should be treated with courtesy and consideration at all times.
- To encourage a clear code of conduct. This leads children to an awareness and expectation that they will be treated fairly and consistently.
- To develop a positive environment with a balanced system of rewards and sanctions.

Code of Conduct

We follow the principles of Investors In Pupils, each class has its own class charter drawn up by the children based on the statements below. This outlines the way everyone, including adults, are expected to behave in school. The class charters are discussed in classes and assemblies at the beginning of each new school year and we all agree with the contents and commit to them.

Our goals for managing good behaviour are based on the following:-

- Right to Learn
- Right to feel safe
- Right to respect self and others
- Each class has their own class target board, with an individual target system running alongside this. Rewards are given for achieving targets, either individually or as a class.
- We aim to get a balance between prevention, positive correction, consequence and repair and rebuild so we can encourage children to:
 - Take responsibility for their own behaviour.
 - Respect the rights of others.
 - Develop positive self-esteem.
 - Build workable relationships.

We have invested a lot of time into developing lunchtimes in order to give children opportunities to develop social skills.

Rewards

Each class sets its own reward system from a range of given possibilities. Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour. To develop self-esteem and encouragement praise is used for what children have accomplished and the strategies they have used to do so.

Strategies for Reinforcing Positive Behaviour include the following:

- We believe that an appropriate curriculum and effective teaching and learning contribute to good behaviour.
- Using a Special Educational Needs Individual Programme (IEP/IBP) when small steps are devised for each child (e.g. sitting on chair for given length of time, putting hand up to answer questions, etc.)
- Class target board and individual target charts (Olympic team points).
- Class certificates presented in 'Celebration' Assembly weekly.
- Involving parents at an early stage to make an action plan together.
- Termly Head teacher commendation letters.
- Name written in the Golden Book by an adult (EYFS).
- Children are encouraged to share their achievements out of the Academy in celebration assembly.
- Student voice through class and school council.
- Setting of Personal targets in individual target book.
- Team building opportunities at lunchtime, e.g. den making,

By using a positive system of rewards and using correct positive language about attitude to learning, and reinforcing good behaviour we help children to feel good about themselves.

Educational Visits

We regularly take our children out of school and insist on high standards of behaviour. If for some reason we cannot rely on a child to behave appropriately and safely, we reserve the right to exclude that child from a particular visit. Parents will be informed about this by the Learning Mentor or in writing from the Head teacher. When a child does not go on an educational visit they will still be expected to attend school.

Sanctions

Children are encouraged and expected to develop self-discipline and exercise self-control. As adults, we help children to resolve differences and disputes in constructive ways. Children are encouraged to report incidents of aggression, name calling and bullying. These incidents are recorded and dealt with firmly. Our sanctions range from missing playtimes to, ultimately, exclusion from school for persistent or extreme misbehaviour. We always work closely with parents to resolve difficulties and hope to avoid exclusions where possible.

Communication

Parents / carers will be informed if a sanction involves being in reflection time for inappropriate behaviour at lunchtime. Parents / carers will be invited in by the class teacher or learning mentor if a child continues to display persistent or unacceptable behaviour. Appointments can be made with members of staff, the Learning Mentor or the Head Teacher to provide pastoral support for children or parents / carers.

Unacceptable behaviour and the sanctions that may be imposed:

General unacceptable behaviour eg:

- Habitual chattering
- Not following instructions
- Inattention in classroom

Sanction

- Inappropriate behaviour pointed out.

Second incident of general unacceptable behaviour

Sanction

- A reminder of expected behaviour given.

Recurrent incidents of general unacceptable behaviour

Sanction

- Removal from class for a relevant space of time in order for behaviour to be reflected upon. An appropriate member of staff will talk individually to the child (Class teacher, teaching assistant Learning mentor, Head teacher. The child's name will be recorded by Learning Mentor. Missed work will be completed by children staying in class with a teacher at the start of playtime and/or lunchtime.

Refusal

Children who are refusing a reasonable request will be told that by refusing instructions they are unsafe. They will be given a short appropriate time to make the right choice. If they choose not to follow instructions the consequence will be that they will be withdrawn from the group session with adult supervision, until they show they are ready to go back to class to learn. A reflection time may be given at lunchtime for children to catch up missed work or reflect on their actions. Parents will be informed of this by the relevant adult (eg Class teacher, Learning mentor, Head teacher).

Continual or More Severe misbehaviour eg:

- Reluctance to complete work
- Reluctance to comply with adult instruction
- Isolated incident between children

This will result in:-

- Home /school behaviour book set up

- Consequence sheet completed - may be shared with parents
- Meeting with parents and home/school partnership agreed

Extreme unacceptable behaviour

- Physical assault
- Vandalism
- Stealing
- Truancy/leaving the Academy premises without permission
- Verbal and racial abuse
- Refusal to co-operate
- Continued disruptive behaviour in class
- Sexual abuse
- Taking or selling drugs on school premises
- Carrying offensive weapons
- Bullying

This may result in:-

- Request immediate conversation with parents
- Involvement of other professionals e.g. Child Protection, Social Services, Educational Psychologist
- Withdrawal from class for rest of day supervised by senior staff or learning mentor.
- No contact with rest of their class/school
- Child Well-Being Meeting involving parents and staff from other agencies if appropriate.

WORST CASE SCENARIO COULD RESULT IN SCHOOL EXCLUSION

Inappropriate playground behaviour

- First instance - Inappropriate lunchtime behaviour follow strategy of pointing out appropriate behaviour verbally.
- Second instance - Isolate for a short period of time, i.e. stand by the wall or with an adult for 5 minutes.
- Third instance - Sent in, to reflection time.

Extreme unacceptable behaviour at playtime would result in child being sent indoors immediately and would result in the same course of action as indoors.

Bullying

The definition of bullying we acknowledge is taken from the SEAL (Social and Emotional Aspects of Learning) resources produced by the DfES as part of the Primary National Strategy: 'that bullying means one child is deliberately using his or her power over another to make them feel bad. Bullying is not having a single argument or fight with someone. It isn't saying

something bad to someone once when you are angry. Bullying goes on deliberately (on purpose) over a period of time.'

At Flushdyke School, all the children in every year group are taught the work covered within this SEAL theme – Say No to Bullying. The theme covers what bullying means, including the above definition. Children learn how bullying can affect people both physically and emotionally. The theme places great emphasis on how we can learn strategies and life skills to deal with this kind of behaviour if or when it happens to us or other people we know.

We ask everyone in the school community to let us know if they have seen something that concerns them or if they are being upset or bullied. Children must tell an adult so something can be done.

Behaviour during before and after the main school day

We have a variety of activities and events, in addition to the main school hours, during which it is equally important that all pupils and parents are aware of our expectations regarding pupil's behaviour. Although all the sanctions below are extremely rare or unlikely, we feel it necessary, for the reassurance of all pupils and parents to outline as follows:

- **Before and after school** - waiting for entry/ collecting children . It is the responsibility of parents or guardians to supervise their own children in order to ensure the safety and well-being of all concerned, e.g. not allowing children to run around the car park or to climb on the railings. In the rare occurrence that parents witness their own children being mistreated by others, they should directly approach the parent/carer of the perpetrator in the first instance, then contact a staff member if the matter is unresolved or a child is distressed.
- **Foundation Stage playground**-Children should be supervised at all times by Parents or Carers and extreme vigilance be exercised around or upon the climbing frame area. This is not the responsibility of school staff before and after the school opening hours of 8.50am and 3.15pm.
- **Staff supervised playground from 8.40-8.50am**. Staff operate a rota system to enable early entry to school. Please note that children who repeatedly fail to adhere to the expected standard of behaviour in the supervised playground before school will be denied access until the start of the school day at 8.50am.
- **Breakfast and Tea time club**. These clubs aim to provide a relaxed, opportunities for children to relax and play in a caring, stimulating environment which is additional to the normal school day where learning is the main focus. However, we expect children to behave appropriately and to respect the enjoyment and feelings of each other. Children who cannot behave appropriately, despite positive intervention and contact with parents, (thus spoiling the sessions for other children), will be excluded from the provision.
- **General after school clubs** Individual providers will liaise with staff members and parents as necessary and have the right to exclude children who are causing a risk or distress to others, or severely disrupting the activities.

Parents

Parents can help:

- By reading and signing the Home – School agreement
- By recognising that an effective School behaviour policy requires close partnership between parents, teachers and children
- By discussing the School rules with their child, emphasising their support of them and assisting when possible with their enforcement
- By attending Parents' Evenings, parent functions and by developing informal contacts with the School
- By knowing that learning and teaching cannot take place without sound discipline
- By remembering that staff always try to deal with behaviour problems patiently and positively

Our school will not tolerate threatening, intimidating, abusive or threatening words or behaviour by adults associated with the school. This includes abusive language and comments used on the telephone, in written communication or on social media sites e.g. Facebook.

Signed:

Date:

Mrs T Palk
Headteacher

Signed: Approved at virtual GB Meeting and sent via email dated 29/06/2020

Mrs J Lawton
Chair of the Governing Body