



Document title	Behaviour Management Policy
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Document Control Table

Document History			
Version	Date	Author	Note of revisions
1		Sally Williams	
2	November 2022	Sally Williams	<ul style="list-style-type: none"> • Addition of Document Control Table • Page 2 – paragraph added regarding behaviour as communication and link to safeguarding • Page 3 – bullying definition amended to ensure parity between behaviour policy and anti-bullying policy • Page 4 – amendment to ‘Star of the Week’ paragraph to link with school values • Throughout – Inclusion Leader changed to Pastoral Deputy in light of recent staffing changes in senior leadership team • Page 5 – recording of major incidents on CPOMS • Page 5 – list of outside agencies included • Page 5 – prohibited items list added in accordance with Searching, screening and confiscation guidance (Sept 2022) • Page 6 – section on suspension and exclusion changed in light of the DfE guidance ‘Permanent Exclusion from maintained schools, academies and pupil referral units...’ (Sept 2022) • Page 7 – addition to appendices
3	September 2023	Sally Williams	<ul style="list-style-type: none"> • Page 4 – change of celebration assembly to whole school ‘Celebration Worship’ • Page 4 – addition of paragraph to explain the use of Values Vouchers • Page 4 – change of title of ‘Head Boy and Head Girl’ to ‘Head Ambassadors’ • Page 5 - Addition of paragraph to explain the Reflection Room and how it is used • Page 5 – additional information added about the Red book • Page 5 – addition of ‘online behaviours’ added to list of behaviour incidents which are to be recorded on CPOMs • Page 6 – change of wrap around care to remove Fusion as after school club is now outsourced
4	January 2024	Sally Williams	<ul style="list-style-type: none"> • Page 5 – adapted to include appropriate terminology for Sexual Violence and Sexual Harassment
5	March 2024	Sally Williams	<ul style="list-style-type: none"> • Page 4 – additional information added about training and induction on behaviour management and behaviour policy • Page 6 – addition of information regarding pupils bringing mobile phones into school. • Page 6 – information regarding safeguarding implications of suspension and exclusions added.
6	Sept 2024	Sally Williams	<ul style="list-style-type: none"> • Page 4 – update on how Values Vouchers are awarded and celebrated • Page 5 – updated sections on Individual Behaviour Support Plans and De-escalation Plans • Page 7 – updated to include most recent DfE guidance • Page 8 – addition of paragraph on addressing online behaviours in school (DfE guidance Feb 2024)

Introduction

At Frimley Church of England School, every teacher has the right to teach, and every child has the right to learn and play in a non-threatening environment. Staff and pupils work together to create a happy and safe environment for all.

The school has an expectation that all children will behave appropriately in school and that all adults respond to children and other adults appropriately. Adults must demonstrate and model this expectation to all children.

We believe that positive reinforcement of children's achievement in work and behaviour is a way of reaching this expectation.

The ethos of the school is based on mutual respect, encouragement, trust, praise and care and consideration for others. From the beginning we aim to develop a moral code of conduct and a sense of conscience in each child. The children and the teachers draw up a class charter which is reviewed termly to promote and reinforce this.

Good relationships throughout the school are promoted in an atmosphere of harmony and co-operation where each child's point of view is valued. It is the school's aim to create a positive climate placing the greatest emphasis on praise and reward with less on sanctions.

Core Values and Beliefs:

Our Core Values (which are displayed around the school) are: Honesty, Love and Forgiveness. This policy, the school behaviour system and all associated documents are driven by these values.

We give positive support and advice to children who are experiencing personal or emotional problems and seek to inform and involve parents when appropriate. It is vital that supporting children with their behaviour involves their parents/carers throughout.

We define bullying as: repetitive, intentional hurting of one person by another where the relationship involves an imbalance of power. Bullying can include: persistent victimisation, name calling, humiliation, teasing, rivalry, peer pressure, physical assault or extortion or theft whether it be face to face or online.

We encourage the children to speak openly about the problems they have with others. We encourage all children to take responsibility for their own actions, always receiving support and encouragement from the staff. We always follow up allegations of bullying.

We recognise that children may display challenging behaviour during their time at school. At the heart of our school ethos is the belief that there will always be an underlying reason for challenging or inappropriate behaviour. There may be a variety of reasons, and it is important that this is acknowledged and then the appropriate sanction is put into place. The child must be made aware which aspect of his/her behaviour is unacceptable and will be guided to reflect upon this.

At Frimley, we believe that behaviour, both positive and negative, is a form of communication. A child's behaviour is telling us something. Endeavouring to understand this communication is essential if we are to meet the needs of all the children. We are also aware that certain behaviours over time, or sudden changes in behaviour, could indicate a safeguarding concern. Changes in behaviour can indicate abuse. Children's behaviour and how it presents in school and at home can also be an indicator of their emotional wellbeing. Their wellbeing and mental health is considered carefully in all aspects of school life and when supporting them with ongoing difficulties.

The School Behaviour System

Principles and rationale:

- Rewarding positive learning behaviour and good behaviour choices is the driving force behind the system
- Rewards and sanctions are always linked to the school values
- Rewards and sanctions are as immediate as possible
- Rewards encourage collaboration, intrinsic motivation and a sense of belonging

Celebrating positive behaviour choices:

We are committed to encouraging and celebrating the success of the children. It is important that all receive praise and encouragement in some form frequently throughout their school life. Our recognition of their efforts may simply be a 'well done' or a positive comment about a piece of work resulting in sharing success with others and often to the Headteacher for a special word of praise. Positive reinforcement of our expectations will be consistently given, always linked to our school values and children whose behaviour reflect these values will be rewarded in a variety of ways (see below). All staff and children are aware of the nature of these rewards.

Star of the Week: One child from each class is chosen as the 'star' linked to the focus of the week/term. This is celebrated during whole school Celebration Worship at the end of the week.

Praise Points: The children can also be rewarded with Praise Points for their House team, relating to a piece of work or action/attitude. The number of Praise Points per team is totalled each week, with an ongoing result celebrated. Children also cumulate their own Praise Points to earn celebratory postcards home which recognise their own personal achievements.

Gold Book and Certificate: Children who consistently demonstrate the school values to a high standard will be recognised by having their name in this very special book kept in the Headteacher's office. They will also receive a special gold certificate and their parents will be contacted in order to share the celebration.

Class Rewards: Children will also be able to work collaboratively within their classes in order to earn Class Rewards. Each class will decide together with their teacher what they are aiming for and can take ownership of the reward, for example, they may choose to wear Mufti for a day, have extra sports sessions or a movie afternoon. Each class will have a visual representation of how they are working towards their Class Reward, for example, a tally chart, marbles in a jar or collecting puzzle pieces to make a complete picture. The reward will be given as soon as possible after the target is achieved.

Values Vouchers: Children are able to earn a 'Values Voucher' during social times for demonstrating the school values. Staff on duty distribute these and give them to children. The child can then 'trade' their voucher for 3 Praise Points. Winners of Values Vouchers are celebrated in Celebration Worship and in the fortnightly newsletter to parents.

Roles and responsibilities children can earn for exemplary behaviour

School Ambassadors – Children who are year 6 pupils who are chosen to carry out important roles around the school. This includes the privilege of showing visitors around the school.

Head Ambassadors – Two pupils in Year 6 are selected to become the Head Ambassadors for one academic year. They are selected due to the fact that they have shown exemplary behaviour throughout their time at Frimley, or have made significant improvements in their time at Frimley to become a pupil with exemplary behaviour.

Representatives on Pupil Councils – Pupils across the school are able to uphold roles of responsibility on a variety of pupil councils and teams. Being a role model for good behaviour is essential in these roles.

Supporting children who have ongoing difficulties with their behaviour

When new members of staff join our team, as part of their induction process we give training on our policy and associated systems and processes, for example, restorative conversations and positive behaviour strategies. All new staff members are also trained in Positive Touch techniques and de-escalation strategies. Regular opportunities for CPD for all staff around behaviour management are built into training sessions and INSET days throughout the school

year.

We will always support children in making the correct behaviour choices. Staff will give verbal reminders to children who aren't showing behaviours associated with the Frimley values and if need be, children will miss some of their social time.

During this time a restorative conversation will take place in order to give time for reflection and set short term targets together in relation to how the child can change their behaviour in the future. This part of the process is vital. A restorative conversation is based on these 5 questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. What/who has been affected by what you have done and in what way?
5. What do you think you need to do to make things right?

The Reflection Room is used over the lunchtime period to help facilitate effective restorative conversations. The Reflection Room is manned by Middle and Senior Leaders at all times and is a quiet space away from the playground and dining hall. Children may be asked to spend time in the Reflection Room when verbal warnings have not been effective or if their actions mean some time away from their peers will be beneficial.

Children with ongoing difficulties with behaviour will be identified and incidents of poor behaviours will be recorded in a personalised '**ABC**' log; this will be stored on the school's server so it is accessible by all relevant staff. The ABC log helps identify potential patterns of and triggers for behaviour, and therefore informs plans to support the child. In consultation with the class teacher, the child, the parents and the Pastoral Deputy Headteacher, an 'Individual Behaviour Support Plan' may be written. It will include clear expectations and specific targets for the child and may include a monitoring system involving senior staff. This will be reviewed and revised at regular intervals, as stated on the plan. If appropriate, the advice and support of outside agencies will be sought. Where a child's behaviour is considered to be a risk to themselves or others (including pupils and staff), an individual risk assessment may also be written and shared with parents and all relevant staff.

Some children may require a different approach when demonstrating dysregulated behaviour. In these cases a 'De-escalation Plan' is written so that all staff are aware of how best to support the child. This document and the 'Individual Behaviour Support Plan' will be updated regularly.

In the case of serious incidents, or the culmination of several smaller incidents, the child's name will be recorded in the Red Book and parents will be informed in conjunction with an appropriate sanction agreed by relevant staff. The names of children who are entered in the Red book are also monitored by Senior Leaders and DSLs in school in order to check for potential patterns and/or possible safeguarding concerns. Parents are always informed if their child's name is recorded in the Red book.

For any of the more serious behaviours, or a combination of the behaviours listed below, details of the incident should be recorded on CPOMS in a timely manner. The Headteacher, in consultation with the class teacher and/or Year Leader, will decide on the appropriate course of action, following the relevant procedures, including the sanction, and will inform the parents /carers.

- Serious physical or verbal abuse towards an adult or child
- Bullying
- Racial abuse or inappropriate comments
- Homophobic comments
- Harmful Sexual Behaviour, Sexual Violence and Sexual Harassment
- Online behaviours

There are occasions when additional support is needed to enable children to follow school rules effectively. A variety of support mechanisms are put in place to support those children, including:

- The reasons for good behaviour are always made clear – both in themselves and their peers

- Various interventions may be appropriate, such as social skills, Lego therapy, friendship group, team building activities
- A space at lunchtime club may be offered
- Emotional Literacy Support, via our ELSA-trained Nurture Leaders, may be offered
- Individual reward systems and motivation charts
- An Individual Behaviour Support Plan may be written and shared with the child, parents and all relevant staff
- Advice may be sought from outside agencies such as the Educational Psychologist, Specialist Teacher for Inclusive Practice or outreach services
- An individual Risk Assessment may be written

Prohibited Items

In line with the DfE Guidance, 'Searching, Screening and Confiscation' (July 2022), the following items are not permitted in school at Frimley:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- Tobacco, cigarette papers, e-cigarettes or vaping equipment
- fireworks
- pornographic images

If a pupil is thought to have brought a prohibited item onto school premises, the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The school will follow the DfE Guidance, 'Searching, Screening and Confiscation' (July 2022) at all times.

Mobile Phones

In line with the guidance 'Mobile phones in schools' released in February 2024, we understand that some pupils and their parents have made the decision for pupils to bring mobile phones with them to school. On entry to the school each pupil hands in their device to school staff and these are then collected by pupils at the end of the school day.

Suspension and Permanent Exclusion

Failure to comply with the school's behaviour system and associated strategies could result in a suspension or an exclusion from school. The headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds.

Suspension and permanent exclusion are always used as a last resort and the decision to suspend or exclude is not taken lightly.

Suspension: A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

On return to school after a suspension, a reintegration meeting is held with the pupil and parent. A DSL is always present at these meetings.

Permanent Exclusion: A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

When a child could face a suspension or permanent exclusion, the school will always follow the DfE guidance: 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.' (August 2024).

If a child is away from school for a prolonged period of time for a suspension or permanent exclusion, the school will ensure the safeguarding of the child by ensuring regular contact.

The school may also issue a Social Exclusion or an Internal Exclusion as follows:

Social Exclusion: a pupil is removed from a period of social times whilst at school

Internal Exclusion: a pupil is moved away from their peers for a set period of time to work in isolation

Home school agreement

All parents/carers, and pupils at Frimley, annually sign our Home School Agreement which outlines the behaviour expectations of both parents/carers and pupils.

Behaviour at school organised events beyond school hours

During all wrap-around care, including extra-curricular clubs, and Morning Club children are expected to uphold the school values, the Frimley Golden Rules and comply with the behaviour policy.

Behaviour beyond the school gates

The school is committed to ensuring our pupils act as positive ambassadors for us. Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate, including online behaviours. In line with DfE guidance, a pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school and Trust
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school and/or Trust

Online Behaviour

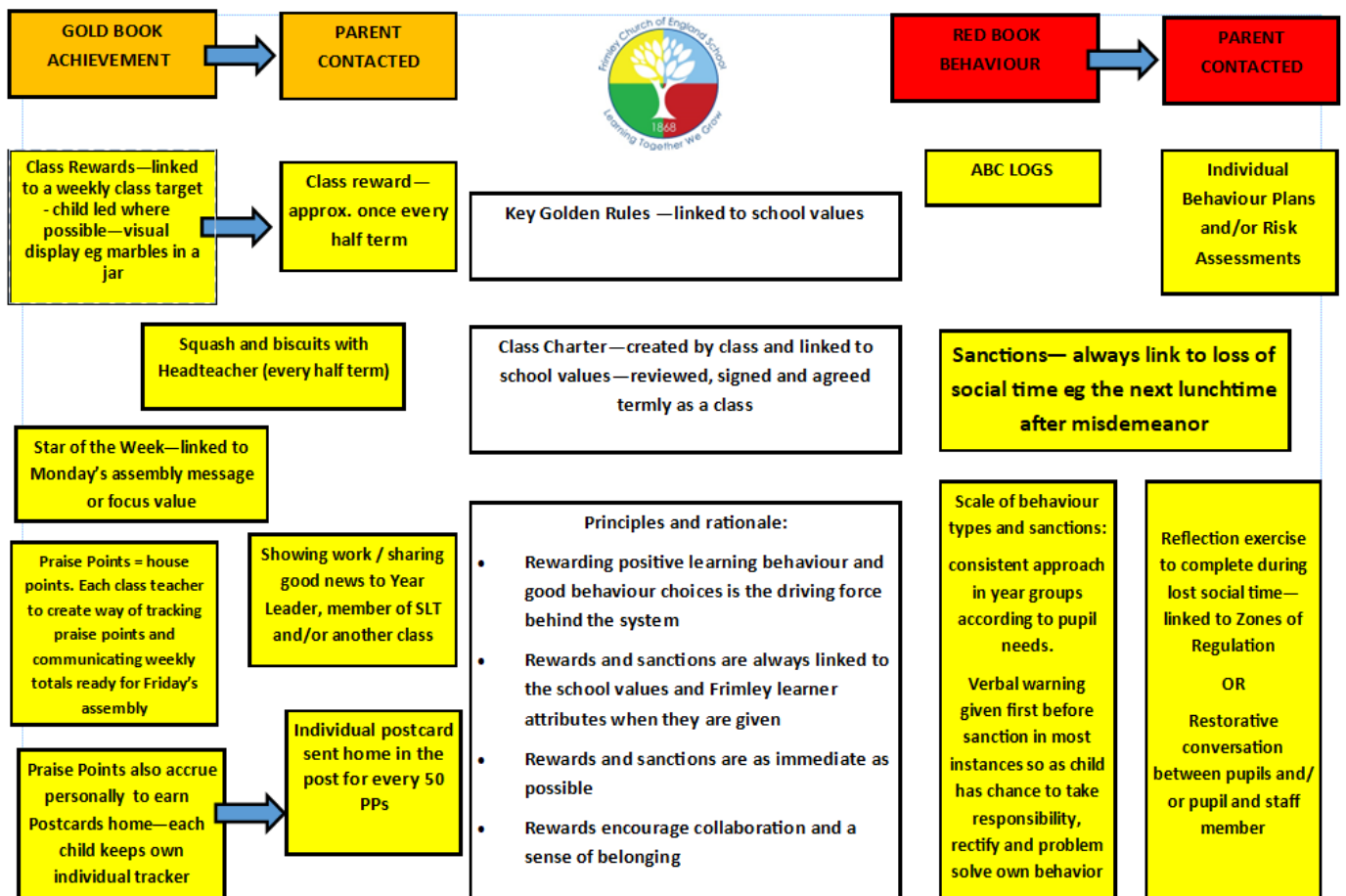
Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture and/or the day to day running of the school. At the headteacher's discretion, school may address pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

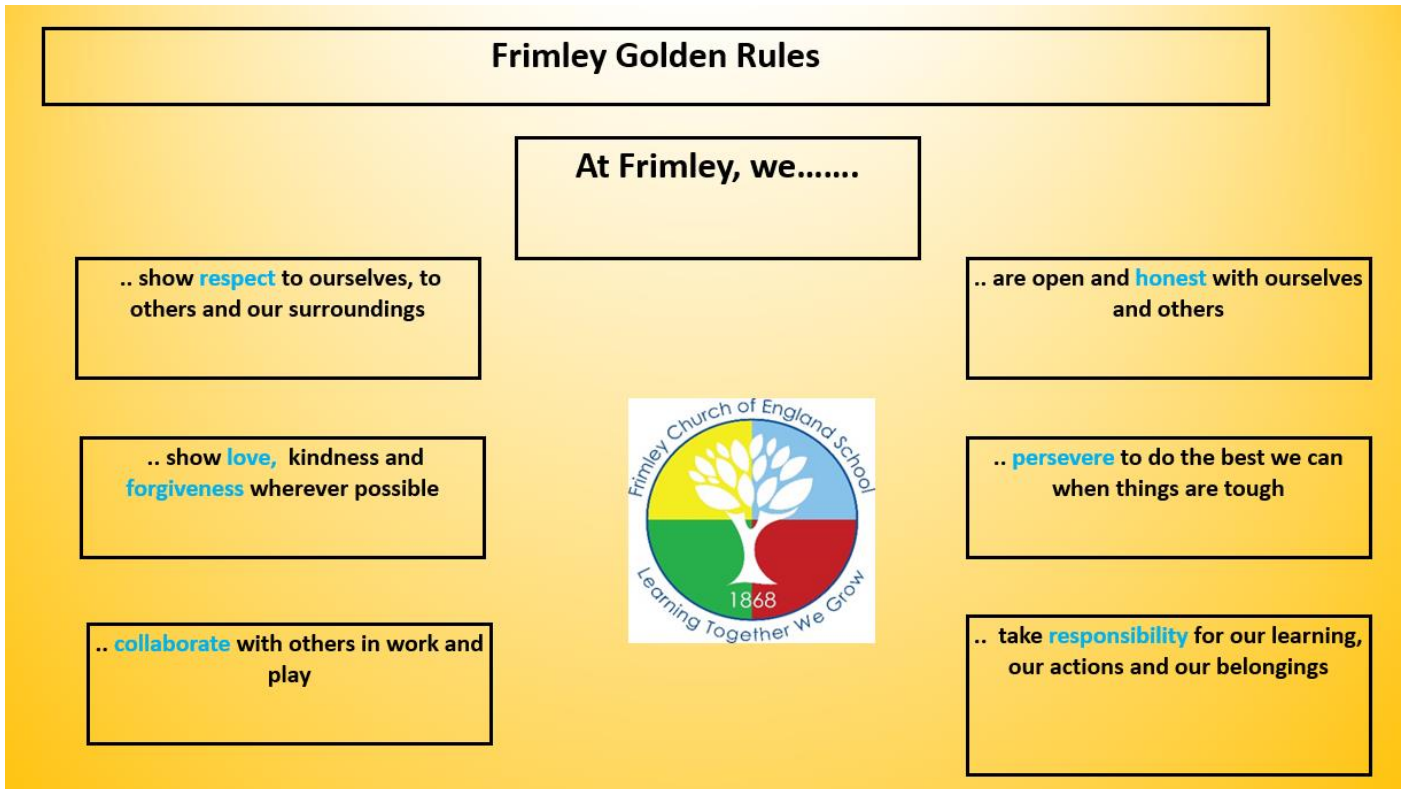
Frimley Church of England School acknowledges its legal duties under the Equality Act 2010 and in respect to pupils with special educational needs and disability (SEND).

Please see the following Appendices:

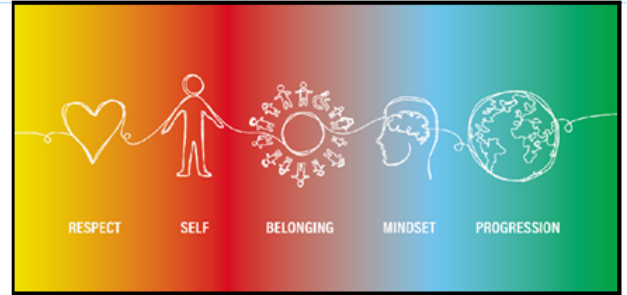
1. Behaviour system overview
2. Frimley Golden Rules
3. Gold Behaviour
4. Frimley Church of England Junior School Scales of Behaviour
5. ABC log template
6. Frimley Church of England Junior School Individual Behaviour Support Plan template
7. De-escalation Plan template

Appendix 1





Frimley Golden Behaviour



A mindset of sustained effort and perseverance

Striving to progress towards achieving own personal targets and whole class targets

Consistently being ready to learn and participating with enthusiasm and eagerness

Staff will be looking out for consistent reflection of our school values and the Frimley Passport attributes



A consistent approach in respecting others, and their strengths and weaknesses

Being a strong and positive role model for others

Having high expectations of self and others—always wanting to be the best you can be

Appendix 4

Frimley Church of England Junior School - Scale of behaviours

	Child behaviours displayed (examples)	Staff actions		People involved
		Immediate actions	Long term proactive measures	
Stage 1	<ul style="list-style-type: none"> Off task in class Low level chatter Slow to start/complete work (without genuine reason) Distracting others 	<ul style="list-style-type: none"> Non- verbal reminder eg gesture, tap on table, approaching and moving a distraction away Verbal reminder and request for desired behaviour – link to school values 		Child LSA / CT
Stage 2	<ul style="list-style-type: none"> Continued low level disruption Calling out Deliberately talking over adult Refusal to follow instructions / defiance 	<ul style="list-style-type: none"> 2nd verbal reminder and request <p>If no change..</p> <ul style="list-style-type: none"> Restorative conversation at start of next social time – link to school values 		Child LSA / CT
Stage 3	<ul style="list-style-type: none"> Continual defiance Continual shouting out Continual disruption to multiple learners Rudeness to staff Use of swearing / offensive language 	<ul style="list-style-type: none"> Name in Red Book Time out of social time (teacher’s discretion – number of minutes lost in proportion to behaviour) Contact parents to discuss and explore concerns 	<ul style="list-style-type: none"> If Stage 3 behaviours continue – individual behaviour plan / reward system to be created Consider personalised ZoR visual Consider daily reporting to YL ABC log initiated to look for patterns and triggers 	Child LSA / CT Year Leader DHT/IL/HT Parent
Stage 4	<ul style="list-style-type: none"> Continual stage 2- 3 behaviours Swearing directly at another child or adult Hurting another child with intent 	<ul style="list-style-type: none"> Name in Red Book Time out of social time (teacher’s discretion – number of minutes lost in proportion to behaviour) Contact parents to discuss and explore concerns 	<ul style="list-style-type: none"> Formal meeting with parents to discuss and explore concerns and follow up review meetings/check-ins If Stage 3 and 4 behaviours continue – individual behaviour plan to be created – consider 5 point scale Individual risk assessment developed ABC log in place and updated regularly Consider outside agency involvement 	Child LSA / CT Year Leader DHT/IL/HT Parent
Stage 5	<ul style="list-style-type: none"> Continual stage 2 – 4 behaviours Deliberate violence against another Damaging school property Attempting to leave school site by climbing / forcing exit / damaging property 	<p>Consider:</p> <ul style="list-style-type: none"> Social exclusion (as a one off or set time period) Internal exclusion (as a one off or set time period) 	<ul style="list-style-type: none"> Continued support and monitoring via IL/DHT Continued contact and communication with parents Continued outside agency involvement 	Child LSA / CT Year Leader DHT/IL/HT Parent
Stage 6	<ul style="list-style-type: none"> Continual stage 2 – 5 behaviours Violence towards school staff Deliberate and extreme violence against another child 	<p>Consider:</p> <ul style="list-style-type: none"> Social exclusion (as a one off or set time period) Internal exclusion (as a one off or set time period) Fixed term exclusion Permanent exclusion 	As above	Child LSA / CT Year Leader DHT/IL HT Parent Chair of AQC TPT Local authority

ABC log: Name:			
Date	Antecedent – what happened before the behaviour?	Behaviour –what was the behaviour?	Consequence –what happened after the behaviour?

Frimley Church of England Junior School - Individual Behaviour Support Plan

Name:	Class:	DOB:
Medical conditions / diagnoses:		
Staff working most closely with the child:		

Identified problem behaviours
Is an ABC log in place?
Are there any clear patterns in behaviours observed? Any triggers?
•

Targets
What are we working towards?
What will the target behaviour look like?
•

Intervention Strategies		
Proactive and Preventative Strategies How do we maintain positive behaviour? How do we support the child to achieve their target? <ul style="list-style-type: none"> • Phrases to use • Rewards and other motivations for the child • Interventions 	Antecedents How can we prevent an incident? <ul style="list-style-type: none"> • What to look for • How to respond 	Reactive strategies How do we minimise the impact of the behaviour? How do we diffuse the situation? Which de-escalation strategies are most effective for this child? <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques • When should another member of staff be informed?
•		•

After an incident
Which restorative practices or sanctions should be used? How and when are parents contacted?

Agreement:	Evaluation and Next steps
Child's name:	<p>How effective is the plan? Consider rewards, sanctions, relationships , clarity, parental involvement, progress towards targets. Make notes here ready for next review.</p>
Child's signature:	
Class teacher name:	
Class teacher signature:	
Other staff member name:	
Other staff member signature;	
Parent name:	
Parent signature:	
DHT or HT name:	
DHT or HT signature:	
Date:	
Agreed review date:	

Name:		Class:	
CALM : What does this look like?			
Proactive measures in place each day:			
What can be observed?		What should the adults do?	
Anxiety (Initial change in behaviour)		Supportive (Empathetic)	
Defensive (Protecting oneself from a real or perceived challenge)		Directive (Providing clear direction)	
Risk Behaviours (Dangerous behaviours)		Safety Interventions	
Tension Reduction (Decreasing the physical and emotional energy)		Re-establish the relationship	

