



Frimley Church of England School

Behaviour Management Policy

Review Period: 3 years
Next Review: Autumn 2024

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: Respect, Responsibility, Honesty, Love, Collaboration and Perseverance. 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 with 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 throughout.

We define bullying in broad terms, reflecting the concerns that children bring us. These concerns 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 where necessary for their own actions, will always receive 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.

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 six 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 theme of the week. This is celebrated at an assembly 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 and reward. 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 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.

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 Boy and Head Girl – Two pupils in Year 6 are selected to become the Head Boy and Head Girl 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

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?

Children with ongoing behavioural difficulties 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. In consultation with the class teacher, the child, the parents and the Inclusion Leader, a 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.

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.

A "Red behaviour chart" should be completed for each child whose name is recorded in the Red Book on any occasion. This should be saved on the server and kept up to date so incidents of poor behaviour can be monitored. If this child has an ABC log already in place, only one chart needs to be filled in in detail and cross referenced on the other behaviour chart.

For any of the more serious behaviours, or a combination of the behaviours listed below, an incident form should be completed and given to the Head Teacher. The Headteacher in consultation with the class teacher and/or Year Leader, will decide on the appropriate course of action, including the sanction, and will inform the parents /carers. The form will be filed in the Incident File in the Head Teacher's office:

- Serious physical or verbal abuse towards an adult or child
- Bullying
- Racial abuse or inappropriate comments
- Homophobic comments
- Sexual harassment/sexism

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
- A Behaviour Contract may be written and shared with the child, parents and all relevant staff
- Advice may be sought from outside agencies
- An individual Risk Assessment may be written

Exclusion

Failure to comply with the school's behaviour system and associated strategies could result in an exclusion from school. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

Fixed term and permanent exclusion are always used as a last resort and the decision to exclude is not taken lightly. 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 in the school.

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.

'The school will:

- Promote good behaviour and emphasise the need to respect others, look after their environment and take care of their belongings

As pupils we will:

- Follow the Class Charter as agreed at the start of each academic year
- Be responsible for our learning and our behaviour
- Be polite and respectful to everyone in school
- Take good care of the school's equipment, building and grounds
- Keep ourselves and others safe
- Have a positive attitude in all that we do
- Develop a growth mindset towards all aspects of school life
- Take pride in our work and do our best
- Do our best to be a Frimley Learner
- Follow and adopt our school values
- Wear correct uniform and take pride in our appearance
- Make sensible choices when using social media and respect the age limits

As parents we will:

- Encourage our child to do their best at all times and offer appropriate support
- Ensure our child follows and adopts the school values
- Share any concerns or problems initially with our child's class teacher which might affect our child's work or behaviour
- Support all school policies
- Act as a positive role model to our child by ensuring that we use social media responsibly
- Share any concerns we may have with the school directly and not through social media

Behaviour at school organised events beyond school hours

During all wrap-around care, including extra-curricular clubs, Morning Club and Fusion After School 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.

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

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).

Date: Autumn 2021

Please see the following Appendices:

- Frimley Golden Rules
- Gold Behaviour
- Scales of Behaviour
- Behaviour system overview
- ABC log template
- Red behaviour form