



## Frimley Church of England School

### Behaviour Management Policy

Review Period: 3 years  
Next Review: Summer 2022

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 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 and Perseverance.

We give positive support and counselling to children with personal or emotional problems and seek to inform and involve parents when appropriate.

The following are not acceptable: Dishonesty, Stealing, Bullying, Discourtesy, Intolerance, Racism, Sexism and Homophobia.

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. The child, who is prepared to tell the truth, taking responsibility where necessary for their own actions, will always receive support and encouragement from the staff. We always follow up reports of bullying.

We recognise that children may display challenging behaviour during their time at school. This may be for 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, where possible, which aspect of his/her behaviour is unacceptable.

Children with particular 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 teaching staff. Where incidents are serious in nature (including bullying, racial, physical or other) a separate incident form will be completed and filed with the Headteacher. In consultation with 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, a monitoring system involving senior staff or the use of a Home/School Contact Book. 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.

### **Behaviour System:**

We are committed to encouraging and celebrating the success of the children. It is important that all receive praise and encouragement in some form on numerous occasions in their school life. Our recognition of their efforts may simply be a 'well done' or a positive comment on 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 and children whose behaviour meets these requirements will be rewarded in a variety of ways (see below). All staff and children are aware of the nature of these rewards. They include '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. The children can also win 'gems' for their colour team, relating to an exceptional piece of work or action/attitude. The number of gems per team is totalled each week, with an ongoing result and reward.

We operate a "Steps to Success" approach for managing behaviour, which is a positive system whereby children are rewarded for good behaviour as well as being provided with the opportunity to correct any poor choices they may display at any time during the day

Every class has 7 coloured Steps displayed within the classroom and children have the opportunity to move up or down the Steps depending on the choices they make for their own behaviour. All children start on the Green Step every morning and all those who end on the Green Step or above at the end of each day will earn 5 minutes towards a fun Golden Time session which will be organised in every year group on a Friday afternoon. Children have the opportunity to move up and down the Steps at any point in the day.

The 7 Steps are:

**Gold:** See Mrs Wright, Mrs Farage or Mrs Williams for a certificate (child's name and reason recorded in 'Gold Book', kept in HT's Office)

**Yellow:** See the year leader for a sticker and a Marvellous Me badge will be sent home (to let parents know)

**Orange:** See your teacher for a sticker

**Green:** Expected behaviour (all children begin the day on green)

**Blue:** A verbal warning given by the class teacher

**Purple:** Time Out (in an appropriate time/place as decided by the class teacher- in conjunction with the year leader where necessary). There are purple forms available (in a folder at the bottom of the DHT's stairs) for children to fill in to be able to reflect on their behaviour.

**Red:** See Mrs Wright, Mrs Farage or Mrs Williams and parents informed (child's name and reason recorded in 'Red Book', kept in HT's Office)

A “Red Step behaviour chart” should be completed for each child who reaches the Red Step 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 too, only one chart needs to be filled in in detail and cross referenced on the other behaviour chart.

Children’s movement up and down the behaviour steps is tracked and monitored by the school’s Leadership team.

For any of the more serious behaviours listed below, an incident form should be completed and given to the Head Teacher who, in consultation with the class teacher, will decide on the appropriate sanction and will inform the parents /carers. The forms will be filed in an Incident File in the Head Teacher’s office:

<ul style="list-style-type: none"> <li>• Physical or verbal abuse towards an adult</li> <li>• Bullying</li> <li>• Racial abuse or inappropriate comments [Racial Incident Report form to be completed]</li> <li>• Physical and/or threatening violence towards another child</li> <li>• Theft</li> </ul>	<ul style="list-style-type: none"> <li>• Homophobic comments</li> <li>• Persistent disruptive or challenging behaviour which is occurring despite Year Leader intervention and parent consultation</li> <li>• Damage to school or personal property</li> <li>• Inappropriate use of the internet</li> </ul>
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### Exclusion

Failure to comply with the above strategies could result in an exclusion from school. A decision to exclude a pupil should only be taken:

- In response to serious breaches of a school’s discipline and once a range of alternative strategies have been tried and have failed
- If allowing the pupil to remain in school would harm the welfare or education of those in the school

### 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 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 schools reserve 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 Federation
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the schools

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

**Date: Summer 2019**

## Appendix

### CONSEQUENCES OF SERIOUS INAPPROPRIATE BEHAVIOUR

- ❑ Being withdrawn from the classroom for a part of a day or a day, to work with the head teacher or to work in another class
- ❑ The Head Teacher or other senior member of staff will contact parents
- ❑ We may set up a meeting for parents and all involved at school to set targets to improve the child's behaviour. This may take the form of a Behaviour Support Plan or a Behaviour Contract.
- ❑ We may consider putting the child on to the Special Needs ~~Code of Practice~~ Register
- ❑ We may send a letter home, a copy of which will be kept in the child's record folder with a warning concerning any future similar behaviours
- ❑ The parents may be asked to take the child home for lunch
- ❑ Non-participation in any school trips or sports events that are not an essential part of the curriculum or where there are concerns regarding health and safety