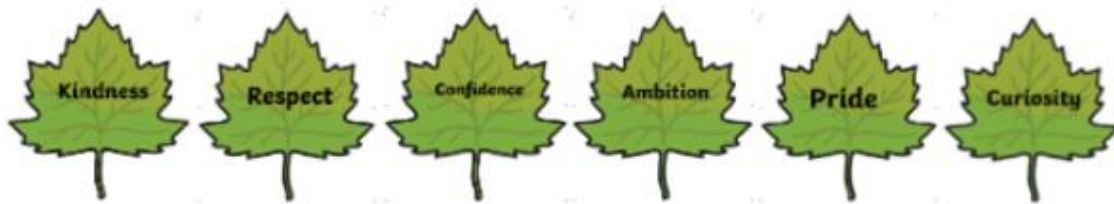




Fleet Wood Lane School

School Vision

“We believe our school should be a place which gives our children an atmosphere of happiness and security; where children love learning and achieve their best and where they are relaxed and confident in their relationships with other children and adults.”



‘Growing Our Future Together’

Behaviour and Discipline Policy

Introduction:

Every institution depends upon its members behaving in certain ways to achieve its purposes. A school’s central purpose is concerned with children’s learning and development. Good behaviour makes both effective teaching and learning possible, poor behaviour disrupts these processes.

Definition:

At Fleet Wood Lane School, we define good behaviour as conduct that assists the school to fulfil its function, namely the full development of creative and academic abilities and social skills of the pupils.

Our Aims:

It is a primary aim of our school that every member of the school community is cared for and feels valued and respected, and that each person is treated fairly and well.

Responsibilities:

1. The legal responsibility for the discipline of the school lies with the governors who have delegated the day-to-day management to the Head Teacher. The Head Teacher will implement the school behaviour policy consistently throughout the school, and report to Governors, when requested, on the effectiveness of the policy.

2. Class teachers have day to day responsibility for upholding high expectations for good conduct in school and the discipline of the children in their classes and the enactment of this policy. Support staff within each class also share this responsibility throughout the day.
3. Midday supervisors share this responsibility during lunchtimes.
4. A happy, caring environment is fostered by all members of the school community, by encouraging the children to do their best, praising their efforts and being interested in them as individuals. Children respond to a caring system that appreciates their needs and strengths.

Expectations and Support:

Good behaviour is a priority and is insisted upon at all times. Politeness, good manners and care for everything and everyone is encouraged.

Self-confidence and self-esteem are important. Praise is given for politeness and for good or improved behaviour. Support staff, part-time teachers and supply teachers are informed about any specific difficulties which affect particular children and of the methods being employed to support/overcome these. In this way the children can benefit from a consistent approach.

Priority is placed on building positive relationships with the parents of pupils presenting behavioural difficulties, to ensure that they have the strategies in place to support their child both at home and in school.

We believe that positive behaviour modelled by all members of staff will ensure that children absorb the correct behaviours and apply them in their day to day lives. A caring classroom atmosphere helps to reinforce good behaviour.

It is also imperative that all adults in the school know how to respond to individual pupils and their particular needs. Where applicable, behaviour support plans will be drawn up in conjunction with the teacher, SENCO, parents or carers of the child and the child themselves which details targets for behaviour improvement and the support to be provided to assist the child to meet the targets. It is essential that these are shared with all staff who support the child in order that support strategies are consistently applied.

Positive Behaviour Management

Adults within the school will set high expectations for good behaviour and model this through their actions and words – always striving to ensure that the children work hard to achieve their very best. All adults within the school recognise and reward positive behaviour. Children can be rewarded for academic and non-academic achievements, for effort and for showing a caring attitude towards others and for all aspects of good learning and behaviour.

It is the staff's responsibility to ensure that all children receive their rewards every time they have earned them to ensure that children are rewarded consistently for positive behaviour.

We praise and reward children for good behaviour in a variety of ways;

- Positive verbal praise
- Award of house points
- Share success with another class teacher
- Share success with the Head Teacher
- Weekly Jigsaw Awards and Head Teacher Awards
- Individual stickers

- Phone call home or personal conversations with parents on collection
- Praise note sent home with the child

We aim to teach every child how to behave in a responsible and self-disciplined manner and how to care about the needs and rights of others. These skills are taught in a variety of ways both exclusively, in subjects such as PSHE and RE, and inclusively as part of enacting the school vision and values, promoting British values and equality for all, which all provide positive promotion of good behaviour.

School Rules:

The school has developed three Fleet Wood Lane school rules (be ready, be respectful and be safe) which provide us with three memorable rules which can be understood, recalled and applied by all. The FWL Rules are a guide to every member of the school community of the behaviour needed to help us all 'to be the best we can be'. We treat all children fairly and apply this behaviour policy in a consistent way.

To support consistency, we have summarised the behaviours expected to achieve each rule within appendix 2. At the beginning of each new academic year, appendix 2 will be used as a guide to support teachers when developing a class charter with their new class of children. This charter will be displayed in the classroom to remind them of the behaviour expectations they have to ensure a caring and productive classroom.

Each class will develop a prominent behaviour display in their classroom which will include the FWL rules, the class charter and the behaviour code. The display will also include age-appropriate examples and/or pictures of how the rules will be enacted in the classroom and throughout the school.

The school rules are also displayed in public areas of the school so that our FWL rules support the achievement of high expectations, throughout the day.

Consequences and sanctions:

We aim to support the children to develop responsibility for their actions and recognition that consequences (positive and negative) can result from their choices. We support pupil success and acknowledge effort and achievements in order that children are inspired to be the best they can be and achieve well. We expect therefore, that our school sanctions will support achievement, as they will deter unwanted behaviours which may upset or hurt others.

Please see Appendix 3 which details examples of behaviour and sanctions.

The rules and consequences are applied consistently across the school but remain subject to the professional discretion of the teacher based on pupils' individual needs or any other special circumstances that affect the pupil.

Each class will display a Behaviour Code to assist pupils to achieve their best and to make the correct choices regarding their behaviour. Children start each lesson on the happy emoji and it is hoped that all children remain there, or achieve reward for excellent work, effort or kindness for which their name is moved to the star emoji. Low level disruptive behaviour and persistent disruption of learning will lead to the child's name being moved to the sad emoji or the thumbs down, when a teacher's prompts/reminders/warnings have not been heeded. When this occurs, pupils will lose playtime. A new start ensures with the child's name returning to the happy emoji for the next lesson.

Where behaviour choices lead to the involvement of the Head Teacher the following actions may be implemented.

1. Removal of privileges (class/whole school responsibilities) &/or exclusion from after school clubs (parents to be notified in advance of after school club).
2. A letter is sent to the child's parents and a copy is placed on the child's file.
3. Parents invited to attend a meeting which is followed up by a letter which is placed on the child's file.
4. Internal exclusion (child required to complete work set by class teacher away from their class groups) (letter sent to parents and copy placed on the child's file)
5. Lunch time suspension, suspension, permanent exclusion-At this point advice is sought from the LCC and the Governing body.

There is no detention after school and there is no corporal punishment.

Our **Behaviour Code** describes the plan for the majority of pupils and is displayed in every classroom to provide a consistent approach to behaviour management:



Children can be moved onto the star emoji for **exceptional** behaviour or effort. They will then be sent to Mrs Parker or Mrs King to receive an award.



Children begin every day on the happy emoji. Each lesson is a fresh start. At FWL it is expected that children should be demonstrating the correct behaviours and therefore be on the smiley face most of the time. If they remain on this emoji all day then they will have received positive praise and **may** have been awarded house points for their effort or achievement or other rewards.



Children are moved onto the think emoji as a warning that their behaviour is falling below what is expected. They are breaking our three FWL rules. Children should be reminded to reflect on what they are doing and earn their way back onto the happy emoji by demonstrating positive behaviours.



If a child does not correct their poor choices then they are moved onto the sad emoji. The child will receive a consequence from the class teacher. Examples can be found within this policy within low level behaviours. Behaviour is recorded on CPOMS.



Thumbs down emoji is used for negative physical or verbal behaviours. Behaviour is recorded on CPOMS. The child sent to a member of SLT who will provide a suitable consequence.

Playtime Sanctions

At playtimes and lunchtimes the steps are as follows:

- The child receives a warning
- The child stands/sits out of play for five minutes as directed by the adult
- The child is sent inside to lunchtime club to miss the remainder of the playtime
- The child is sent to the Head Teacher or Assistant Head Teacher if the former is not available.

The child should be made aware that if they choose to ignore the warning then they have chosen to receive time away from the playground and will be sent inside in order to reflect upon their choices. Staff supervising lunchtime club will ask the child to think about their actions, the FWL rule/s that they have broken, how others may have been hurt or upset and what choices they should make in the future. Supervising staff will note the incident on CPOMS.

At the end of lunchtime play the staff supervising lunchtime club will ensure that class teachers are made aware of any incidents/sanctions required. Recurrent incidents of poor behaviour at lunch time (x3 in any week or x6 within a school term) will lead to a letter to parents, after which a further instance may result in lunchtime suspension.

- Instances of causing intentional physical harm to other children (including fighting) will result in immediate referral to the Head Teacher. Dependent on the severity of the incident, pupils will receive an internal lunchtime exclusion (pupils required to miss x3 playtimes and lunchtime breaks following the incident) or formal lunchtime suspension imposed requiring child to be off site at lunch time for a period determined by the Head Teacher. In all instances records will be recorded within CPOMS.
- A repeat occurrence of fighting may result in the implementation of a lunch time suspension, requiring the child to be removed from school during the lunch time period, returning in time for the commencement of the afternoon session.

Recording

All incidents of poor behaviour resulting in loss of playtime or other sanctions are recorded in CPOMS – the school's electronic incident reporting system.

Where three high level incidents are reported within any academic year, the need for a pastoral support plan within the Lincolnshire County Council Behaviour Ladder will be reviewed and implemented where such support would be beneficial for the child's development.

Bullying

Bullying of any kind is not tolerated. If we discover that any child has been subject to bullying or intimidation, we act immediately to stop any further occurrences of such behaviour, to ensure that all children attend school free from fear.

Physical Contact with pupils

Teachers in our school do not hit, push or slap children but it is recognised that physical contact with pupils may be required to support learning behaviours.

Within Section 93, Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force. All members of staff are aware of guidance regarding the use of force by teachers, as set out in the DfE publication, 'The use of force to control or restrain pupils. Use of reasonable force- Advice for Head Teachers, staff and governing bodies, July 2013.

In compliance with this guidance staff will only intervene physically to:

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- to restrain child at risk of harming themselves through physical outbursts.

The role of parents/carers

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents/carers to read these and support them.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement and school policies. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If it becomes necessary for the sanctions detailed in this policy to be implemented, it is expected that parents/carers will support the actions of the school.

If parents/carers have any concern regarding the application of this policy in relation to their child's behaviour choices, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If these discussions cannot resolve the problem, the Head Teacher will advise the parent of the formal Complaint process of the school.

Suspensions and permanent exclusions

Only the Head Teacher has the power to suspend or exclude a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible, following an investigation of a suspension for a permanent exclusion to be issued.

If the Head Teacher suspends/excludes a pupil, s/he informs the parents immediately, giving reason for the suspension/exclusion. Written confirmation of the suspension/exclusion will be provided within 48 hours which makes clear to parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any suspension beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

Monitoring

It is the responsibility of the Head Teacher to ensure that all staff and midday supervisors are adhering to the rewards and sanctions set out in this behaviour policy. This can be achieved through the following:

- a) A visit to the lunch-hall
- b) Walking around the playgrounds during both playtimes and lunchtimes, before school and after school
- c) Checking that the school building is well-maintained and clean at all times
- d) Monitoring the amount of praise, rewards or punishment given by individual staff
- e) Ensuring that staff praise good behaviour and work
- f) Ensuring that staff understand and are sensitive to the special needs of pupils

Action will be taken to deal with staff who fail to follow the behaviour policy.

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Governors will also conduct school visits and will report on enactment/impact of this policy evidenced by pupil behaviours seen.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy must be read in conjunction with the following guidance from the Department of Education, "Behaviour in schools: advice for headteachers and school staff 2022"

Issued: September 2023

Next review date: September 2024

Ratified by Governors – September 2024

Signed:Head Teacher

Our school is a kind place where we care for everyone and everything in it.

FWL Cares

Be Ready

Be Respectful

Be Safe

Appendix 2 – Expected behaviours to achieve FWL Rules – Use these to develop a class charter at the beginning of each new academic year

| Kindness | Respect | Confident | Ambition | Curiosity | Pride |
|--|---------|--|----------|---|-------|
| Be Ready | | Be Respectful | | Be Safe | |
| <p>Listen – One voice speaks Try your best in all that you do Wear your uniform correctly and with pride – shirts tucked in. Arrive to school on time Use the toilet at playtime/lunchtime so you can avoid leaving class during learning time. Complete all home learning set</p> <p>At Lunch – sit correctly to the table, When the bell rings, stop talking and listen</p> <p>At playtimes - Stop, stand still and stop talking when the first whistle blows/bell rings at playtime. On the second whistle line up silently – ready to return to learning.</p> | | <p>Listen – one voice speaks Do not call out Follow adult instruction Do not answer back Be polite and courteous when speaking with staff and friends Use kind words - do not swear Think before you speak – be kind to others Look after equipment and property – do not cause damage to property Walk quietly/silently through school so other people’s learning is not disturbed Do not lean on/rub along school displays – this may damage other people’s work.</p> <p>At Lunch – sit correctly to the table, do not talk with your mouth full. Keep you table area tidy Do not drop food/litter on the floor</p> | | <p>Store equipment and possessions safely Keep you table/desk tidy Put chairs under tables (quietly/carefully) Do not throw things Keep your hands and feet to yourself Do not play play-fighting Do not spit Use kind words - do not be hurtful to others</p> | |

| Type of Behaviour | Consequence |
|---|---|
| <p><u>Low level disruption</u></p> <p>Talking over CT/TA/other children speaking Shouting out Ignoring instructions Making noises Fiddling with equipment Rocking on chairs Answering back/rudeness Moving around class without permission</p> | <p>1) Non Verbal reminder 2) Verbal reminder 3) Verbal warning- Clear and firm warning given with instructions of how to comply 4) Lose 5 minutes play time - <i>recorded on CPOMS</i></p> |
| <p><u>Medium Level</u></p> <p>Continual low level disruption Making contact with another child Name calling Throwing objects Leaving the classroom without permission</p> <p>Failure to do the best that you can, work to low standard or incomplete</p> | <p>1) Lose all of play time (15mins) – <i>recorded on CPOMS</i> 2) Sent to another class to complete work followed by a phone call/informal conversation with parent – led by the teacher <i>recorded on CPOMS</i> Miss playtime to complete outstanding work</p> |
| <p><u>High Level</u></p> <p>Continual disruptive behaviour Deliberately hurting another person Deliberately damaging property Spitting Swearing</p> | <p>Sent to Head Teacher who reinforces expectations for behaviour and applies an appropriate sanction</p> <p>For example:</p> <ul style="list-style-type: none"> - Removal of privileges (class/whole school responsibilities) &/or exclusion from after school clubs (parents to be notified in advance of after school club) - A letter is sent to the child’s parents and a copy is placed on the child’s file - Parents invited to attend a meeting which is followed up by a letter which is placed on the child’s file. - Internal exclusion (child required to complete work set by class teacher away from their class group) (letter sent to parents and copy placed on the child’s file) - Lunch time exclusion, suspension, permanent exclusion. (At this point advice is sought from LCC and the Governing body) <p><i>CPOMS record made for all high level behaviour incidents</i></p> |