Fleet Wood Lane Positive Learning Behaviours Policy Sept 2026

Our Vision

We believe our school should be a place which provides an atmosphere of happiness and security; where children and adults love learning and achieve their best and where everyone is relaxed and confident in their relationships with each other.

'Growing Our Future Together'

Principle

At Fleet Wood Lane we have high expectations of behaviour and believe that everyone is entitled to a calm, safe and supportive environment in which to learn, work and grow.

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.' DfE 'Behaviour in Schools' Feb 2024.

At Fleet Wood Lane we believe that in order to achieve this, we need to be proactive in teaching and guiding pupils in how to behave, by establishing positive relationships, norms and routines, which enable pupils to develop positive learning behaviours and create an environment in which all pupils and adults can succeed.

Our approach to behaviour in the policy below is underpinned by the three words: Ready, Respectful and Safe.

Ready means being ready to learn, listen, and participate.

Respectful means showing respect to others, the environment, and oneself.

Safe means being safe in the learning environment, with the people around you, and in the activities in which you participate.

Aims

The aims of our Positive Behaviour Policy are:

- To provide a calm, safe and supportive environment for all members of the school community.
- To promote a relationship-based, restorative approach to behaviour, in keeping with our school vision and ethos.
- To be proactive in teaching appropriate behaviour.
- To be proactive in establishing norms and routines of behaviour.

- To enable children to develop self-discipline and a responsible attitude to themselves and others.
- To encourage children to take responsibility for their own actions.
- To promote and develop positive relationships between members of the school community; including through the use of empathy and self-respect.

Role of the School

1. Every staff member will be consistent with their high expectations of behaviour and how the policy is implemented.

2. All children are taught appropriate behaviour through our Behaviour Curriculum. This covers many social skills that we as adults may take for granted, for example: how to disagree with someone in a constructive way; how to move safely around the school; how to tell someone you're unhappy with their actions and more. The learning within the curriculum is progressive through the school and is recapped throughout the year. Children receive 'Star of the Week' awards certificates based upon their understanding and implementation of this learning.

3. Each child is taught our wellbeing curriculum, My Happy Mind, which helps pupils to understand, articulate and then regulate their emotions. These lessons can be reinforced at home by accessing the My Happy Mind Parent App using our unique authentication code which is 120408: myHappymind Parent Resources

4. The school has strong systems and routines that teachers and staff practice with the children. Every class has non-negotiables which include having a lining up order, respecting each other at all times, using an agreed signal to take turns to speak, and more. When moving around the school, children are expected to walk and move around school quietly.

All of the above expectations are taught to the children and reinforced through positive praise.

Positive Praise

The use of praise and positive encouragement is used to promote the behaviours we want to see. Children are given praise on an individual and group basis through:

• Non-verbal (smiles, thumbs up, etc) and verbal praise.

• Positive and constructive feedback on work.

• Star of the Week awards - given for positive attitude, effort and achievement.

• Lunchtime Awards.

• Headteacher Awards – children are sent to the Headteacher to receive an award for outstanding, effort, work or model behaviour.

• House Captains - voted for by pupils.

• School Council - chosen by pupils to speak for the pupils and to be a positive role model representing the school.

• House points and class rewards can be used to reward individuals or whole groups.

Role of the pupil: what we expect from the pupils

• Children always try to do their best.

• Children will be kind, polite and safe at all times.

• Children will respect adults and follow the instructions given.

• Children will accept consequences and learn from their mistakes.

• Children will be honest.

Role of the Parents, Carers and/or Guardians

• To be aware of our behaviour expectations.

• Support the school and individual staff with enforcing the behaviour expectations.

• Accepting when their child has done something wrong and speaking to them about this behaviour to prevent it from happening again.

• Never undermining an adult's decision in front of a child.

• Speaking positively about the school and staff in front of the children.

• Monitoring their child's online use, including social media, appropriately.

• To be aware of our school uniform policy.

• If you have a concern, speak to the class teacher and school in the first instance.

How this policy works in school: Staff actions for promoting positive behaviour for learning

Adults will use strategies to redirect and positively encourage in response to unwanted behaviour first.

Adults will use the agreed 'reminder, warning, consequence' system in response to any continued unwanted behaviour.

Adults in the school will not shout in anger - nothing is gained by being verbally aggressive or modelling a lack of control. Consider the 'Responding in the moment' materials in appendix A and support colleagues. Please note adults may sometimes use a louder voice to give instructions/exclaim excitement etc.

Reactions to negative behaviour should be non-emotional, limiting attention on the child; given in private where possible (i.e. not in full view of the class.)

After a lesson has finished, take time to explain your decision and give the child a chance to respond or 'fix' the situation if appropriate (in addition to a consequence if needed).

Use questions in Appendix B as appropriate to understand the child's view of an incident.

Adults in the school will not use overly emotional words to describe behaviour (children's behaviour is never 'disgusting' or 'terrible').

We describe the behaviour and the impact on the child and others: "You called x … and that made x feel very angry/upset. We don't call people names at Fleet. You will need to miss some of your play …."

Teaching staff will start lessons promptly and punctually – empty time leads to misbehaviour.

Have a clear seating plan – make it clear that lessons are about learning not socialising.

Use a lining-up order. Adults will ensure children enter and exit classrooms quietly in a line – this will help create a calm atmosphere. Children will use their lining up order when lining up.

Adults will insist on children answering politely.

Likewise, adults will be polite, use children's names rather than pronouns where possible.

If an adult makes a mistake or jumps to an incorrect conclusion, they will apologise. It is important to model that mistakes are normal, and that we take responsibility for our actions.

Where possible, adults will focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour. The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential.

Polite, calm language structures must be used at all times. A harsh, strident aggressive tone is counter-productive and produces a negative, aggressive response in the child's brain.

Adults will use 'we' when talking about expectations: 'At Fleet, we do not throw pencils.'

Adults will use 'if' and 'then' to clarify actions and consequences, e.g: 'If you throw a pencil, you will then miss your play.' Adults will follow through on 'if' and 'then' statements made but NEVER make threats which do not follow the school system.

Adults will ensure they arrive to collect pupils from playtime on time – arriving late leads to unattended lines of children. Adults will ensure pupils are escorted along corridors in silence and at a sensible walking pace.

All teachers must teach behaviour explicitly through our behaviour curriculum and practice expected routines with the pupils.

Pupils will be taught the My Happy Mind curriculum at least once a week.

Managing low level disruption using the 'Reminder, warning, consequence' system

If redirection and positive encouragement do not work, all staff will use the Reminder, Warning, Consequence System (explained below):

• Step one – **Reminder** of the expected behaviour. For example: "This is a reminder that we face the front and listen. Thank you."

• Step Two – **Warning**. For example: "I've reminded you to face the front and listen. This is now a warning that unless you do so, you will miss some of your play."

• Step Three – **Consequence.** The child will be informed that they are missing some of their play as a consequence.

• Step Four – **Removal.** If the behaviour continues and it's disrupting the learning of others, the child will be sent to work in another class, ideally the year group just above or below where possible. The child will take their learning with them. If the child refuses to leave the classroom, a member of the senior leadership team will be called to assist.

At this point parents will be informed. A member of the SLT will also speak to the child about their actions to ensure this behaviour does not happen again.

The Warning system is cumulative, but it should begin again for each new incident. Warnings should not be held over children for longer than one teaching session.

Inappropriate behaviour should be recorded on CPOMS as a Behaviour Incident as shown in Appendix C.

Some behaviour is of sufficient seriousness that it will be dealt with by the Headteacher or Assistant Headteacher and no warnings will be given. These behaviours may include:

• bullying/racism/homophobic language,

• swearing or obscene language,

• fighting or intention to harm,

• vandalism (school property or that of other pupils) or stealing,

• throwing objects,

• serious challenge to authority of any member of staff/arguing with a member of staff/verbal abuse to staff,

• refusing to go to another classroom when the warning system has been followed.

If adults are regularly having to follow the warning system and a child's behaviour is not improving, then the child's family will be contacted and next steps discussed to try and understand the reasons why. The next step may include the child being put on a pastoral support plan. This will be discussed with parents at the time. The plan will put in place an agreed procedure for supporting the child's behaviour with agreed actions from the school, family and the child. School will follow the Lincolnshire Ladder of Behavioural Intervention. Pupil reintegration team – The Lincolnshire ladder of behavioural intervention - Lincolnshire County Council

If, at any time, the school does not believe that a child is able to follow reasonable instructions, then it may not be appropriate for them to attend a trip or an out-of-school opportunity. In this situation, the school will communicate this to the child and the parent/carer, so they understand the reason for it. The school's decision will be final in this circumstance.

Suspensions

On rare occasions the Headteacher may feel that a formal process should be activated to remove the child from the school temporarily. Such suspensions are an extreme step

and will only take place when long term misbehaviour is not improving as a result of the above strategies, and the learning and/or safety of others is seriously hindered. Very occasionally, an incident may be serious enough to warrant an immediate suspension.

School will follow Department for Education Guidance regarding suspensions and exclusions School suspensions and permanent exclusions - GOV.UK

The use of reasonable force

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school-organised visit.

When can reasonable force be used?

The use of reasonable force is an absolute last resort. If a child is at risk of hurting another child, then we ask the other child to remove themselves from the situation so they can't get hurt. The staff member then talks to the child who is angry to calm them. Staff are asked to use every means possible to de-escalate a situation before having to resort to restraint. All staff have regular regulation and de-escalation training to support pupils in need. The safety of the child, other children and adults are the number one priority.

Key members of staff have restraint training, and they should be called upon in the event of a child needing to be restrained. However, this may not be feasible in all situations.

In the unlikely event of a serious breach of behaviour, the school can use reasonable force:

• When behaviour disrupts the learning of others, and the child has refused to leave the classroom.

• To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

• When a pupil is at risk of harming themselves through physical outbursts.

• The school will record all attempts to restrain a child in the Restraint Log which is kept with the safeguarding team. If the school has restrained a child, then the parent will be informed.

The school cannot:

Use force as a punishment – it is always unlawful to use force as a punishment.

Lunchtime and Playtime Behaviour

When there is negative behaviour, the following procedures will apply:

If the behaviour is low level, such as running when not supposed to, then the warning system will be used in the same way as the classroom. However, instead of being sent to another classroom, they may be given a time out in a specific area of the playground.

Consider the 'Responding in the moment' materials in appendix A and support colleagues.

If the incident is more serious, then the staff member will take the following steps:

1. The member of staff will ask the child to move away from the situation into an area of the playground or building which is quieter.

2. The member of staff will move down to the level of the child and adopt open body language.

3. Staff will stand at a respectful distance to the child and initiate a respectful conversation.

4. The staff member will use neutral body language to avoid further aggravating the situation, e.g. not folding arms.

5. Regardless of the child's actions, the member of staff will remain calm and use a talking voice to speak to this child. Shouting is never acceptable.

6. If the child is unable to respond to the adult, the adult will give the child a 5-minute cool down until they are already to articulate what happened.

7. The member of staff will listen to the child and not jump to conclusions. Use the questions in Appendix B.

8. The lunchtime staff will deal with the situation in the same way as the situation would be dealt with within the classroom using the above steps.

9. If a staff member needs to communicate with another member of staff to explain a situation, then they will do this in private without the child being able to hear them.

10. As above, the adult will not use emotive language to describe what happened.

11. However, if a situation is serious, the lunchtime staff will involve the Headteacher or Assistant Headteacher in resolving the situation.

The child may be asked to miss some of their lunchtime by spending time with the Headteacher or the Assistant Headteacher.

Any poor behaviour will be reported to the class teacher at the end of the lunchtime.

At the end of playtime and lunchtime, the staff will raise their hand indicating that play has finished. Children are expected to stop and raise their hand to indicate that they have heard. Once everyone has stopped, the children will be asked to walk to their class line without speaking.

If any child fails to follow this routine, they will be asked to go back and line up again, repeated fails will miss 5 minutes of their playtime as a consequence.

Managing serious incidents

If there is a fight or a child who is severely dysregulated:

1. Send for help immediately – a second adult can often help to calm the situation or act as a witness to the incident. Send a child to the school office with a blue card (with class or playground name on it) where possible - the office staff will immediately contact a senior staff member or someone with behavioural expertise.
2. Let it be known that you have sent for another member of staff.
3. Consider the safety and well-being of other children in the class, remove them if necessary.
4. Stay as calm as possible.

5. Make every attempt to *diffuse* the situation - this may involve having no interaction at all with the escalated child, keep your distance and observe to ensure their safety and yours. **Do not try to deal with behaviour in the heat of the moment, wait for a more suitable time.**

6. If necessary. Speak calmly and with authority to the child in need:

✓ Stop.

✓ You have made a mistake.

✓ Let me help you.

✓ Everything will be fine.

Repeat this sequence to calm the situation, particularly the last two statements.

Senior staff will arrive to help. Take some time out after supporting the incident, record what happened and seek support as appropriate.

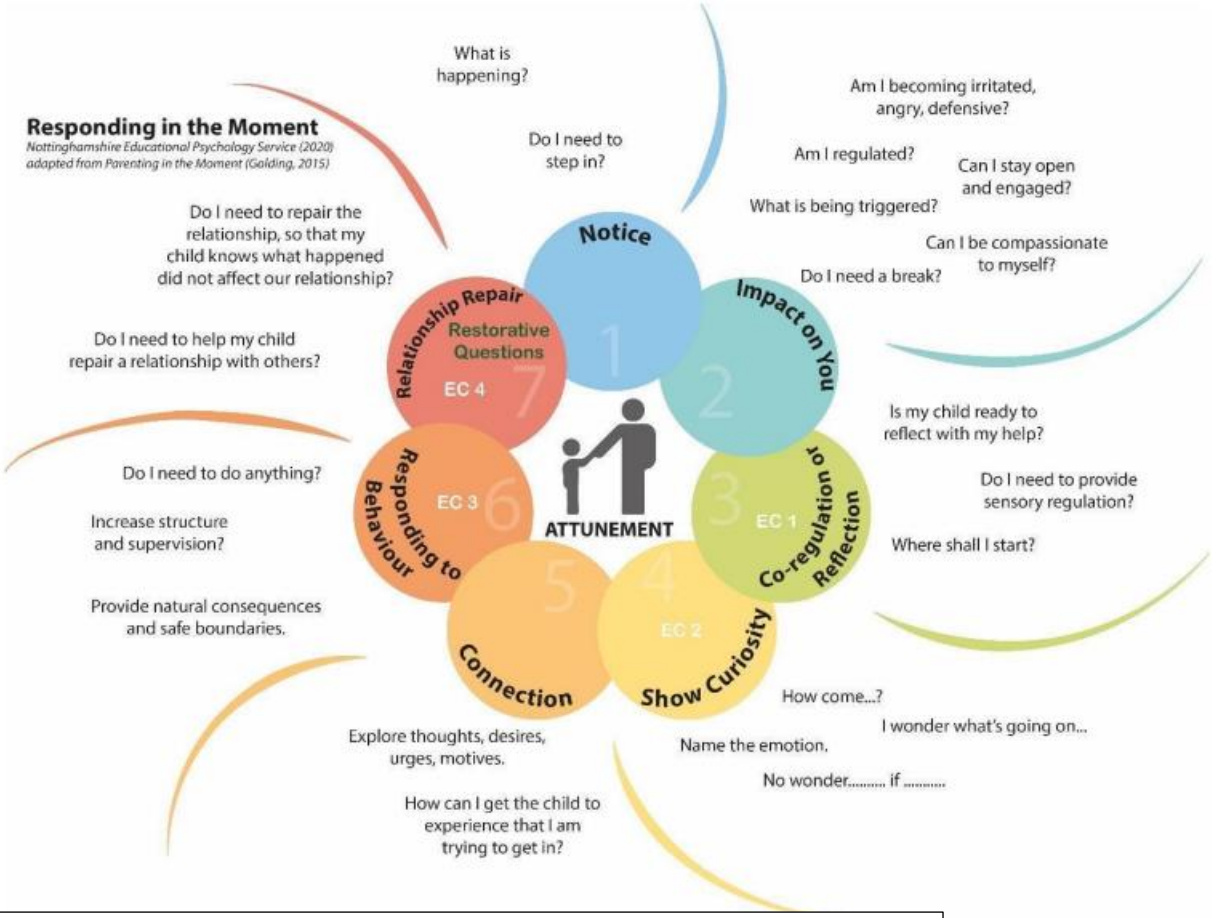
Governors

It is the responsibility of Governors to monitor exclusions, bullying and incidents regarding protected characteristics. They will also ensure that this policy is administered fairly and consistently. The Headteacher will report to Governors on a termly basis, and this policy is revised on an annual basis.

Application of the policy

This policy, the behaviour curriculum and the Happy Mind Programme, is for all our school community. If it is to be effective, then everyone must use it with consistency and confidence.

Appendix A



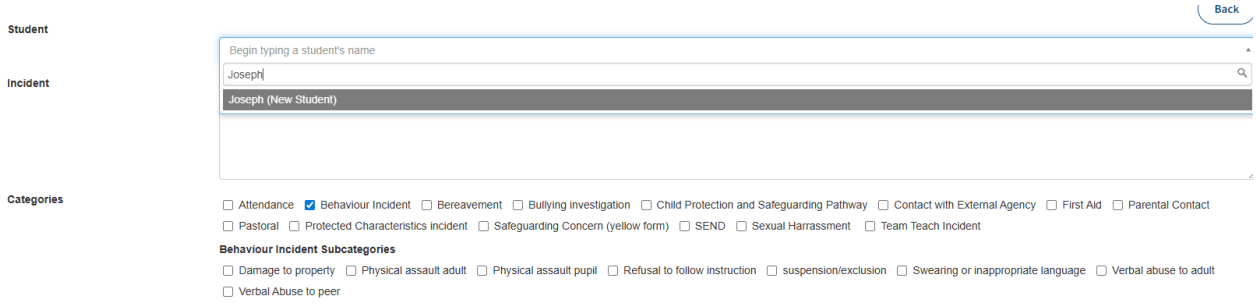
Appendix B

- What happened?
- What were you thinking at the time?
- What do you think now?
- What has been the impact of that behaviour? Who has been affected?
- What do you think you need to do to make things right?

Appendix C

Recording Behaviour in CPOMS

If a Behaviour Incident is significant and has escalated beyond a reminder and warning, or you feel it needs to be recorded for any reason, please record in CPOMS in the usual way.



Please select 'Behaviour Incident' and then the appropriate subcategory.



Remember to click on 'SLT DSLs' to inform Mrs King and Mrs Tacey so that we can monitor behaviour.

You can type in the class teachers name or click the button to inform all Class teachers.