



Friars Primary Foundation School **Behaviour Management Policy**

Friars has an agreed set of values that we all believe in. They are:

- Compassion
- Creativity
- Endeavour
- Resilience
- Respect
- Responsibility

These values form the basis of all the work we do. We create a calm and co-operative atmosphere to enable our programme of teaching and learning to take place successfully. Poor behaviour not only affects the child who is being disruptive, but also can adversely affect the progress of all other children in the class. All adults are expected to model self awareness, managing feelings, empathy, motivation and good social skills. Also, all adults have a shared understanding of the need for taking collective responsibility, showing initiative and dealing with situations as they arise. All children are expected to respect themselves, their fellow pupils and all members of our school community. As a result of our behaviour management, our children behave very well, and instances of seriously inappropriate behaviour are rare.

We have absolute clarity about the behaviour that is expected of pupils and that which will not be tolerated

Expected behaviours and recognition of those behaviours:

We expect the children to adhere to our agreed values, consistently and genuinely at all times.

We believe in effective praise for good behaviour which is personal, genuine, specific, appropriate, consistent and regular.

Each class has its own system of rewards which are agreed between the teacher and children at the beginning of the school year. The reward system will relate to the class charter that children develop which sets out how they want their classroom to look and feel. The rewards systems generally include giving children praise for their efforts leading up to specific privileges or rewards that they can earn. Examples of some of the rewards that teachers use are raffle tickets, stars, stickers, a marble jar, Golden Time and trips. On a whole school level staff choose two 'Star Pupils' each week from those who

have received recognition for their work and/or behaviour and their achievements are celebrated on Friday mornings (in class and when permitted again, in assembly). Stars of the week are listed on weekly newsletters. Also two children are chosen and celebrated each week who have shown clear examples of our agreed values. Teachers can nominate children's learning or a record of behaviour to go into the Friars Golden Book if they feel that a child has excelled themselves. The child then receives a special certificate from the headteacher. In addition all Year 6 children are given a black hooded sweatshirt at the beginning of the year as an alternative to the standard school uniform in recognition of their commitment to the school. They and their parents sign a contract which outlines what is expected of their behaviour and what will not be tolerated.

In order to improve their wellbeing and to help them understand, name and manage their emotions all children across the school are taught regular RULER lessons.

RULER is an acronym that stands for the five skills of social and emotional learning: recognizing, understanding, labelling, expressing and regulating.

RULER is not designed to manage children's behaviour but it does teach them the skills of how to manage their emotions and how to articulate those emotions. This has a positive impact on their behaviour.

Behaviour that is not tolerated and sanctions/rehabilitation:

Behaviour which will not be tolerated includes poor attitudes towards learning, physical aggression, rudeness and swearing, vandalism, theft, defiance towards adults, racism, bullying and any other form of discrimination.

We appreciate that children's thoughts, feelings and experiences may influence instances of unacceptable behaviour. In these cases the child will be made aware of the problem and asked to change the behaviour or to make amends, as appropriate. We have a consistent set of sanctions that are applied in every class from Year 1 upwards which consist of increasing levels of seriousness: verbal warnings and reminders, time out in class, in the case of Y6 pupils having their sweatshirt confiscated for a fixed period. **Sending children to another class for time out is not an option from September 2020 in order to protect social bubbles.** The idea behind these sanctions however is that they are used at the discretion of staff based on their professional judgement. Children are always given the opportunity to turn their behaviour around and make improvements.

Occasionally, children's behaviour will be beyond what can be dealt with by

teachers and TAs and there will be a need for senior staff intervention. When the senior team are involved, the details of the incident are recorded in the school's central behaviour/racism/bullying log. There is a rota for SLT involvement so all staff know who can be called on different days. If these behaviours happen in the classroom the teacher will request the presence of SLT (the child will not be sent to the office). If the behaviours happen on the playground a member of staff must first find the SLT on duty and then bring the child to them.

The central behaviour log is regularly analysed for trends and improvements.

Children who exhibit consistent and more extreme difficulties in managing their behaviour are given support through target and reward systems, counselling, and intervention from outside agencies including the Educational Psychologist, CAMHS and / or the Pupil Referral Unit (Summerhouse PRU). At all points, parents are involved at this level of support.

In extreme cases, the child may be secluded (internal exclusion) or excluded from school for a fixed period. If all support has been unsuccessful or the behaviour significantly threatens the safety and well being of children or adults the child may be permanently excluded. Fixed term exclusions are extremely rare at Friars and we have never had to permanently exclude a child.

Covid-19 Red Lines:

On returning to school fully in September 2020, we have placed a strong emphasis on reintegrating children, helping them manage their emotions and ensuring that the school is a safe place with clear systems in place to lessen the chance of covid-19 being spread. Because of the significance of this global pandemic we **all** have to take collective responsibility for our safety and well being. This also means that we have a zero tolerance approach to any behaviours that contravene that responsibility. These include:

- **Deliberately** ignoring rules and systems in place to ensure safety
- **Deliberately** coughing and/or spitting at other people
- **Malicious** and **deliberately** aggressive physical contact with others

Should a child exhibit any of these behaviours, we will expect to meet with the parents on the same day and immediate sanctions will be put in place which in the first instance would involve a minimum of one day where the child is secluded from all other children.

Teachers and parents are not allowed to use physical punishment to resolve behaviour problems in school and physical intervention (i.e. restraint) of any kind is only used as a last resort.

Signed: _____ (Headteacher)

date: _____

Signed: _____ (Governing body representative)

date: _____

Review date: _____