



'Learn to live, live to learn'

# Foxyards Primary School

## Behaviour Policy

Drafted by: Mrs Helen Thomas, Headteacher September 2018	Approved by:
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### **Rationale**

Foxyards Primary School promotes an ethos where children and staff are happy, confident and enjoy learning together. We believe that there needs to be a healthy balance between rewards and sanctions.

We encourage everyone to implement rules fairly and consistently to foster good behaviour in a positive way within an atmosphere of hard work, respect, commitment, and responsibility.

### **Purpose**

Our strap line "Learn to live, live to learn" underpins our whole school approach towards valuing staff and children. In terms of behaviour this means we need to create a climate in which there is a strong promotion of positive behaviour in order to support a successful learning environment, where children are continually encouraged to take responsibility for their own learning and be motivated to "better their best".

### **Our Mission Statement is:-**

**Every child is unique.  
At Foxyards we will invest in  
Every child by providing access to  
High quality education, ensuring a  
Firm foundation upon which they  
Can build their life.**

This is supported by everyone in our school by displaying Positive Behaviour

## **Aims**

We believe that "children must enjoy their education".

We will raise our children's standards further through close partnership between school and the family in a relationship that puts the child first at all times.

At the centre of any school are children ... .. Everything we do in school is for them.

We aim to:-

Create an environment in which children will thrive.

Focus on high standards and raising achievement to give our children the best chance.

Help our children to move forward in their development of knowledge, skills and understanding by setting and agreeing targets for improvement.

Provide the best learning opportunities for our children by encouraging and developing the commitment of our teachers.

Develop constructive and supportive partnerships between home and school.

Provide a rich text and exciting curriculum:-

One that extends out of school.

One that is broad and balanced.

One that as well as being academic develops children socially, physically, morally, and spiritually.

One that meets statutory requirements of curriculum 2014 and RE.

Prepare children for the challenges they will face and help them prepare to be able to take charge of their lives.

Believe in the potential of all and help to enable all children to meet their own targets.

Encourage all children to be proud of what they have achieved.

## **Entitlement**

This positive behaviour policy is applicable to children, staff and other adults visiting and working within the school. It forms part of the staff handbook.

Children and parents are involved with Home School Agreements.

Some children may require individual behaviour plans, monitoring and support by the Senior Leadership Team.

## **Equal Opportunities**

We believe that:-

All children should be treated with respect. Staff need to be sensitive to cultural differences and individual learning needs when dealing with behavioural issues.

All children are individuals and behaviour strategies may need to be varied.

(In these identified cases the SEN code of Practice will apply and these pupils behaviours will be identified, monitored and managed by the SENCO and outside agencies where appropriate, after consultation with parents.

That the broad principles in this policy should be applied equally to all children regardless of gender.

That children with disabilities are entitled to additional consideration to ensure that they do not become targets for bullying or unkind comments, and that staff should take particular care to reinforce the development of his/her self esteem.

All children have the opportunity to participate in the school's reward system, which includes recognition in assemblies and culminates in our Headteacher award celebrations.

## **Rights and Responsibilities**

All members of the school community should work together to maintain our school ethos, and in particular to promote positive behaviour. This involves everyone having both rights and (equally importantly) responsibilities.

### **Responsibilities of Staff**

To create a safe and stimulating environment in which the children can learn.

To treat children with consistency and respect at all times.

To communicate regularly with parents/carers.

### **Responsibilities of Parents/Carers**

To get their children to school on time, ready to work.

Our Home School Agreement sets out clearly defined expectations of the children's role, the parent's role and the school's role, which support positive behaviour management fully.

## **Code of Conduct**

At Foxyard's we always:

- **Respect each other and our environment**
- **Aim high in everything we do**

The vocabulary will be explained and discussed with the children at an age appropriate level.

## **Sanctions**

Stage 1 – Child is reminded of our school rule

Stage 2 – 1<sup>st</sup> warning given – Negative dojo given

Stage 3 – 2<sup>nd</sup> Warning given – Negative dojo given

Stage 4 – Time out with Senior Leaders in isolation room (spare classroom) to complete work– 10 minutes. On their return the child will need to apologise to who was involved. Letter sent home to parents. 10 minutes missed at next golden time. Incident will be recorded in Phase Leaders - book. Parents will be called in to speak to Deputy Headteacher at the end of the school day or at a convenient time.

Stage 5 – Time out with Senior Leaders at the next available playtime or lunchtime, time to be agreed with the child according to their age and nature of the incident. Incident will be recorded in the Headteacher's incident book. A letter will be sent to parents to inform them their child has been on Stage 5. Parents will be called in to speak to Headteacher at the end of the school day or at a convenient time.

### **Within a Term:**

First Stage 5 - 20 minutes of the next golden time will be missed.

Second Stage 5 - Not attending Golden Time activity.

Third Stage 5 – Miss playtime for 2 days – behaviour chart\* to start

Fourth Stage 5 – Seclusion for half a day in isolation room (spare classroom) to complete work. Miss playtime 3 days - (Stage 6)

Fifth Stage 5 – 1 day seclusion. Miss playtime for 5 days (Stage 7)

Sixth Stage 5 – Fixed Term exclusion – (Stage 8)

Stage 6–Half day seclusion with Headteacher or Deputy Headteacher (This will be in school with work provided by the class teacher or in extreme cases in another education establishment.) A letter will be sent to parents to inform them and invite them to a meeting with the class teacher and SENCo to discuss a personal behaviour plan.

Stage 7 –This is classed as constant breach of the behaviour policy. Full day seclusion with Head teacher or Deputy Headteacher (This will be in school with work provided by the class

teacher or in extreme cases in another education establishment.) A letter will be sent to parents to invite them to a meeting with the SENCo and Head teacher at this stage other agencies may need to get involved.

**Stage 8** – Fix term or permanent exclusion – this will be applied if a child reaches Stage 7 twice in a term. It can also be applied for extreme physical or emotional harm towards a member of staff or pupil. Extreme damage to property. Bringing a weapon into school with the intent to harm others. Bringing items into school with the intent to start a fire. Persistent recording of breach of behaviour policy despite a range of support strategies put in place. The governing body will ensure ALL exclusions either fixed or permanent are lawful, reasonable and fair.

A child can go straight to Stage 5 if they use swear words, cause physical or emotional harm to another child, member of staff or the environment, disrespectful towards a member of staff or defiance.

A child can go straight to Stage 6 for extreme physical or emotional harm to another child, member of staff or the environment, disrespectful towards a member of staff or defiance. A child will also go to stage 6 for racial incidents.

#### **Loss 10 dojo point**

If a child loses 10 dojo points in a week they will consequently miss their morning break and lose 10 minutes of their next Golden time. A letter will be sent home to parents.

#### **Behaviour Chart**

Children will need to get 5 positive marks during a day. The child will bring the chart to Senior Leaders at the end of each day. If less than 5 are achieved that day playtime the following day will be missed. Parents will need to meet phase leader at the end of the week to discuss progress. Children will be removed off the chart if 3 positive weeks are recorded.

### **Additional Notes**

A child can go straight to Stage 5 they swear, cause harm to another child, member of staff or the environment, including litter and vandalism.

A child can go straight to Stage 6 if they cause extreme physical or emotional harm to another child, member of staff or the environment, disrespectful towards a member of staff or defiance. A child will also go to stage 6 for racial incidents. Stage 5 letter will be given to the child by the SLT member with a return slip for parents to sign to acknowledge recite

Stage 6 letter will be sent in the post from the office to the parent

### **Complaints**

#### **Complaints from Children**

If a complaint is made:-

All children should be offered the opportunity to explain their actions fully and in private. They should be clearly shown which aspects of their behaviour is **not** acceptable.

They need to understand what is wrong and why and what the consequences will be. Sensitive handling of inflammatory situations by all staff.

All children are fully aware of the opportunities made available for them to discuss their concerns.

#### **Complaints from Parents**

Parents can make an appointment to see class teachers, Phase Managers and the Senior Leadership team; this is done at the school office. As it may not be possible to see teaching staff on demand, because time and privacy may be required to discuss disciplinary matters. Please see complaints policy.

To encourage "acceptable behaviour" all reward positive behaviour. This positive behaviour is then celebrated in Assembly.

If the children show unacceptable behaviours the following procedures are followed:-

### **Key Strategies for Encouraging Appropriate Behaviour**

It is essential that when we encounter disruption that we deal with it in a positive way and use strategies to encourage the pupil to behave appropriately. The Key Strategies we deploy in the following areas are below:-

Promoting on task behaviour

Re-directing non-disruptive off task behaviour

Counteracting off-task disruptive behaviour

Addressing behaviour in difficult situations

Key strategies for encouraging appropriate behaviour

Involvement of key personnel - School Health Adviser, Counsellor, Senco, Home/School Co-ordinator etc

### **Rewards**

Children will be verbally rewarded on a regular basis by all staff.

Each child will be assigned into a house colours red- Rowling, blue - Blyton  
green - Dahl, yellow - Wilson

Each house will have an assigned House Captain.

Raffle of respect will be drawn termly.

Golden Time will occur weekly for Key Stage 1 and termly for Key Stage 2

Lunchtime behaviour will be rewarded through raffle tickets and weekly prizes.

### **Class rewards**

Children will be given a 'dojo' in the avatar of the house they are assigned to. Individual rewards will be received for following our school rule. Parents are able to log onto the site to see what rewards or sanction the child has received that day. Each week Yr6 children will count up house points to be announced in the heads award assembly. At the end of the term the house that has the most points will receive a collective award appropriate to the time of year (weather)

Children will be sent to phase leaders or SLT for praise if behaviour or work is amazing

### **Golden Time**

KS1 + EYFS will occur weekly

KS2 will occur half termly

### **Head Teacher award assembly - weekly**

Class star of the week - each child to receive throughout the year. On a Monday a book will come around to your class for you to state the name of the child and the office will organise a letter to go to parents to attend the assembly.

Reading for Pleasure certificates

### **End of term assembly**

Attendance 96+ and 100+

Maths Challenge

Reading for Pleasure

### **Attendance**

*Penalty Notice Fines issued by the Local Authority*

*The Education Investigation Service at the Local Authority may issue a Penalty Notice Fine of up to £120 (per parent/per child) or instigate legal proceedings in the Magistrates Court in the following circumstances:*

- *Where an excluded child is identified in a public place in the first 6 days of an exclusion,*
- *Where a Formal Warning Notice has previously been issued regarding unauthorised absence and further unauthorised absence is accrued,*
- *Where there is recorded unauthorised term time leave of absence/holiday leave.*

*Further information regarding Penalty Notice Fines and other enforcement proceedings relating to school attendance can be obtained from the Education Investigation Service (01384 813417).*

Leave of Absence in term time.

'It is a rule of this school that a leave of absence shall not be granted in term time unless there are exceptional reasons, irrespective of the child's overall attendance. Only the head teacher (not the local authority) may authorise such a request and all applications for a leave of absence must be made in writing on a form provided by school. Where a parent takes a leave of absence to which the application was refused or takes a leave of absence where no application was made to the school, the issue of a penalty fine (upon a return from such leave) by the local authority may be requested. When requesting a penalty fine the school may calculate the period of days taken within a 12 month period.