



Falconbrook Primary School

Behaviour Management Policy

Reviewed September 2024

“Behaviour at Falconbrook is exemplary” OFSTED

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At Falconbrook Primary School we are clear about the high standards of learning and social behaviour we expect from all of our children.

We support all children to meet these high expectations.

Below is the **Falconbrook Code of Conduct** which outlines our expectations. This Code of Conduct was created collaboratively with the staff and the children.

Our Code of Conduct

- We treat everybody with equal respect.
- We use good manners.
- We are kind and helpful to everyone.
- We treat people's belongings and school equipment with care and respect.
- We work hard in all of our lessons, and always try to do our very best in all of our work.
- We take responsibility for our own behaviour. If things go wrong, we understand that it is our responsibility to make things right again....even when this is hard to do!

The **Code of Conduct** is displayed in all classrooms and around the school.

Individual classes also have their own **Classroom Rules**. These are linked to the **Code of Conduct** and are created collaboratively by the teachers with their children.

Encouraging OK behaviour.

At Falconbrook School we encourage OK behaviour in the following ways. (NOTE: this list is not exhaustive, but gives an insight into the strategies and ethos we promote at FB):

- ❖ Having clear shared expectations for OK learning & social behaviour (**Code of Conduct** & Classroom Rules)
- ❖ Being **consistent** in our expectations of OK learning and social behaviour
- ❖ Fostering warm relationships with children and letting them know they are cared for.
- ❖ Making sure children are aware of their successes and achievements & celebrating these in lessons and at **achievement assemblies**
- ❖ Modelling respectful behaviour. (Including good listening).
- ❖ Promoting mutual respect (between **child & child**; and **adult & child**; and **adult & adult**)
- ❖ Encouraging children to take responsibility for their own behaviour
- ❖ Providing additional pastoral support as appropriate.
- ❖ Taking the time to listen to children & help them with any social problems, outside of teaching time (1:1 discussions / small group discussions to support children to problem solve or deal with minor social problems they may be encountering)
- ❖ Building effective partnership with the parents and carers of children in your class (or classes).

Managing inappropriate behaviour:

Sometimes children behave in an inappropriate manner, and this needs to be addressed. At Falconbrook School behaviour is managed by adults in the following ways (NOTE: this list is not exhaustive, but gives an insight into the strategies and ethos we promote at FB):

- ❖ Fostering warm relationships with children in your care
- ❖ Modelling respectful and appropriate behaviour
- ❖ Establishing expectations for classroom behaviour (Classroom Rules) and **regularly referring & reviewing** these with the children
- ❖ Discussing **whole school** behaviour expectations, including playground behaviour & **reminding children of these regularly (Code of Conduct)**
- ❖ Keeping behaviour expectations clear & consistent and fair.
- ❖ Always remaining calm and objective, when dealing with behaviour issues.
- ❖ Anticipating (not OK) behaviour and try to prevent it from occurring.
- ❖ Making the distinction between the child and the behaviour: 'I like you, but I do not like the way you have **behaved**' – 'That was a silly thing to do' and **NOT** 'you are silly'.
- ❖ Finding time to **listen** to the child and giving them the opportunity to explain what happened, or what triggered the not OK behaviour (discuss with child outside of teaching time).
- ❖ Once a reason for the not OK behaviour has been identified the adult involved will need to support the child to either rectify the not OK behaviour (apologise / make amends) and / or follow-up with other parties involved (i.e. did another child provoke the not OK behaviour? Do they need to discuss this with an adult too? How will they rectify the not OK behaviour & make amends?)
- ❖ Conversations with the child who has behaved inappropriately should include a discussion around **the consequences** of their not OK behaviour. This will support the child in understanding that not OK behaviour has a consequence and that they can take control of this and make changes. i.e. **"When you swore at Jason that made him feel angry, and as a result he didn't want to include you in the game. This meant you felt left out and unhappy. What could you have done differently?"**
- ❖ Conversations with the child who has behaved inappropriately should also include a discussion about **responsibility**. This will support the child in understanding that they are responsible for their own behaviour and that they can take control of this and make changes. i.e. **"When you swore at Jason that made him feel angry, and as a result he didn't want to include you in the game. This meant you felt left out and unhappy. Who is responsible for those feelings? Who made that happen? How could you make sure that you don't feel left out again?"**
- ❖ **Never have a conversation with a child about their not OK behaviour in public.** This will humiliate the child and prevent them from being able to reflect on their not OK behaviour in a constructive manner. Remove the child from the situation and / or arrange a suitable time to discuss the behaviour. **This should not be during learning time, unless there is an immediate safety concern.**

Minor, more serious and major incidents.

At Falconbrook School we manage incidents of not OK behaviour according to the severity of the situation.

- ❖ **Minor incidents** may be managed by the adult who witnesses them. Minor incidents become more serious through repetition.
- ❖ **More serious** incidents may be managed by the class teacher.
- ❖ **Major incidents** should always be referred on to Head Teacher or the Assistant Head Teacher. However, the HT & AHT should also be kept informed of any serious behavioural incidents or concerns.

The following is a guide:

<u>Minor</u>	<u>More Serious</u>	<u>Major</u>
<ul style="list-style-type: none"> ➤ Teasing ➤ Pushing in ➤ Interrupting the teacher ➤ Attention seeking ➤ Clowning around ➤ Spoiling games ➤ Avoiding work ➤ Time wasting ➤ Being noisy ➤ Running inside ➤ Arguing ➤ Swearing (accidentally) ➤ Cheekiness ➤ Wearing jewellery ➤ Carrying unauthorised items, such as sweets or toys ➤ Writing silly messages to peer ➤ Eating sweets 	<ul style="list-style-type: none"> ➤ Repeated minor incidents ➤ Interfering with pupils work ➤ Arguing back ➤ Rudeness ➤ Name calling ➤ Cussing ➤ Telling lies ➤ Graffiti ➤ Spitting (deliberately) ➤ Refusal to follow instructions. ➤ Swearing (with intent) ➤ Leaving the room without permission ➤ Play fighting 	<ul style="list-style-type: none"> ➤ Repeated serious incidents ➤ Extortion (getting money from peers) ➤ Vandalism / damaging school equipment deliberately ➤ Fighting ➤ Vicious kicking ➤ Throwing dangerous objects ➤ Swearing at staff ➤ Verbal abuse of staff ➤ Physical abuse of staff ➤ Persistent lying ➤ Stealing ➤ Bullying ➤ Racist incidents ➤ Bringing dangerous items into school

Dealing with minor, more serious and major incidents at Falconbrook

Minor incidents:

These are dealt with by the adult (s) present at the time. They should:

- ❖ **Discuss the incident with the child or children involved**, and ask them to stop the not OK behaviour and explain what they are expected to do (i.e. remind them what 'OK' behaviour, relevant to the situation, looks like)
- ❖ **Encourage the child or children to resolve the differences themselves** and insist that they take responsibility for their behaviour (ref: managing inappropriate behaviour guidance above)
- ❖ **Apply sanctions, as necessary and appropriate** (i.e. missing part or all of playtime, moving away from peers.) These sanctions should be overseen by the adult who puts them in place.
- ❖ If the class teacher is not involved in the above the adults involved should inform the class teacher as soon as possible.
- ❖ If the incident occurs at lunchtime the MDMS dealing with the situation should share it with the class teacher at the end of playtime.

More serious incidents:

These are dealt with by the class teacher; however the class teacher should ask for support and guidance from the HT or AHT as needed. Actions taken may include:

- ❖ **Use of appropriate sanctions**, such as missing playtime or exclusion from a class treats, such as an extra story time, or a whole class game. (Always discuss with HT or AHT in **advance** of excluding from significant whole class treat, such as a party or trip).
- ❖ Organise for the child to spend time in another class (see Internal Exclusion). (Discuss with HT or AHT in **advance** of sending child to another class)
- ❖ In an **emergency** (i.e. *child needs to be removed from a situation*) a child may be sent to another class or a **Quiet Work** room without the HT or AHT being informed in advance. HT or AHT should be informed this has taken place as soon as possible & **on same day**.
- ❖ Update CPOMs with behaviour and consequence and alert HT and AHT
- ❖ Strategies to support the child to improve / change the behaviour will then be discussed and agreed. These will be shared with the parent by the class teacher, and a member of SLT. A follow-up / monitoring meeting should also be booked with the parent at this time.
- ❖ A Behaviour Communication Support Plan may be organised and implemented.

Major Incidents:

These should be passed on to Head Teacher or Assistant Head immediately, who will decide upon appropriate further action.

If there is an **immediate concern** about the safety or well-being of any children this must be communicated to a member of the SLT who will then provide support. If there is no immediate

concern about the safety or wellbeing of any children involved then the detail of the incident may be shared with HT or AHT outside of learning or playtime.

- ❖ CPOMS must be updated and HT and AHT alerted.
- ❖ Next steps will be discussed and agreed. This may be an internal exclusion; fixed term exclusion (See Exclusions). Decisions will be based on the circumstances surrounding the incident.
- ❖ Strategies to support the child to improve / change the behaviour will then be discussed and agreed. These will be shared with the parent by the class teacher, and a member of SLT. A follow-up / monitoring meeting should also be booked with the parent at this time.
- ❖ A **Behaviour Support Plan** may be organised and implemented.
- ❖ Parents will be informed and invited to discuss the **Behaviour Support Plan** with the class teacher and member of SLT (as appropriate).

Missing Morning Playtime – sanction for inappropriate behaviour.

Children may have to miss their playtime as a sanction for more serious or major behaviour issues (ref: guide on minor, more serious & major behaviours).

As a general rule children should not miss their playtime for **minor** behaviour incidents.

If the class teacher decides a child should miss their (morning / short) playtime they are responsible for monitoring these arrangements. The arrangements should include the following:

- The **teacher** making these arrangements should make sure that the child (or children) is not left unaccompanied in the classroom **at any time**.
- If TA is not able to monitor child staying in while teacher takes the whole class down to playground, the teacher may bring the children (staying in) down to playground with whole class, and then take them back up to classroom again to miss their playtime.
- *...or...* arrange for TA to stay in classroom with child (ren) until they return.
- Children missing their playtime should be either making amends for something they have done wrong or catching up on work they didn't do (properly) in their lesson.
- **Making amends:** This could include completing a **Not Okay Behaviour reflection sheet** (copy included in this policy) and / or writing a letter of apology. Once a letter of apology has been written the child should be accompanied by an adult (at a convenient time) to **read their letter aloud** to the recipient. Accompanying adult should support child to make a sincere apology and encourage both parties to shake hands, once the apology has been accepted.

Missing Lunchtime Play – sanction for inappropriate behaviour.

If a child's behaviour is considered to have been sufficiently inappropriate that they should miss **lunchtime play** the Head Teacher or Assistant Head **must be informed before arrangements are made**.

Arrangements for the child who is missing **lunchtime play** must then be made in liaison with HT or AHT.

General Procedure (this may be adapted according to situation and children involved)

HT (or AHT) will arrange to meet with class teacher & child to discuss what has happened at the earliest possible time. The purpose of this conversation is to:

- Give child a chance to explain their side of the story
- Support the child to take responsibility for their own behaviour
- Make a plan with the child & teacher about how child will make amends for what has happened or how they will 'fix it'. This may begin with completing a 'Not Okay Behaviour Reflection Sheet' (copy in this policy), an apology letter, a further meeting or another arrangement (depending on situation)....
- Agree how parents will be informed.

- Agree what else child may need to do to evidence the sincerity of their apology.

Class teachers will ensure that children are brought to and collected from the HT or AHT as arranged prior to the lunchtime.

Support & Guidance for staff with managing behaviour:

- ❖ Guidance in this policy (ref: guidance in following sections of policy: **Encouraging OK Behaviour**; *Managing Inappropriate Behaviour*, and section on **How to Deal with Minor / More Serious and Major Incidents**).
- ❖ Training provided for all staff in management of behaviour across the school year.
- ❖ Support available for HT and AHT as needed and external specialists
- ❖ If any member of staff would like to talk about the management of behaviours at Falconbrook School, please arrange a time to meet with HT or AHT.

Behaviour Support Plans:

- An individualised Behaviour Support Plan may be introduced as a short-term measure to support a child who is experiencing difficulties following school behaviour expectations.
- Improvement targets are agreed for the child, along with how these will be monitored and supported.
- Plans are discussed with the class teacher, the child and are then shared with the parent.
- The Assistant Head is responsible for introducing individualised Behaviour Support Plans.

Not OK behaviour reflection sheet

(Photocopiable copy on next page)

If a child is missing their playtime it may be useful for them to reflect on their behaviour and the position they find themselves in by using the **Not OK behaviour reflection** sheet to record their thoughts & to support the follow-up discussion with the teacher who is managing the situation.

For Key Stage One children, the reflection can be completed by the teacher in discussion with the child.

If an adult asks a child to complete a **Not OK behaviour reflection** sheet, they should follow-up by responding to & dealing with what the child has written, as appropriate.

Class teachers should keep copies of any completed **Not OK behaviour reflection** sheets, and refer to them should a similar incident occur again with the child. This can facilitate discussions.

Not OK behaviour reflection sheets completed by children in discussion with HT or AHT are kept by AHT or HT. Class teachers are welcome to come & see these sheets as needed.

Not OK behaviour reflection

Name:	Teacher/TST supporting:
Class:	Headteacher/AHT signature:
Date:	

My not OK behaviour:

I felt:

REMEMBER! All feelings are OK.

To fix it I will:

The next time I feel _____ I will:

I will practise:

The 'I will practise' section contains three cards:

- Fair Play Rules:** A card with three starburst shapes containing the rules: 'Take Turns', 'Follow the Rules', and 'Don't Tease or Boast'.
- How to do Turtle:** A card with a turtle illustration and three steps: 1 Stop, 2 Breathe, and 3 Say the problem and how you feel.
- Control Signals:** A card with a traffic light illustration and three signals: 'STOP! STOP AND CALM DOWN', 'MAKE A PLAN THINK', and 'GO! GO! - TRY MY PLAN'. It also includes the text 'Evaluate - How did I do?' at the bottom.

Achievement Certificates.

Certificates of Achievement are awarded to children at our weekly Achievement Assembly.

Each class is able to award a maximum of 2 certificates per week (an achievement certificate and a TEDI certificate). One may be for the whole class.

Certificates may be awarded for learning achievements in any subject area and / or for learning and social behaviour achievements. Certificates may also be awarded to acknowledge exemplary behaviour and to identify 'role models'.

Achievement Certificates pro-forma can be found on shared docs.

Teachers must keep a register of who has received achievement certificates across the terms.

Each child should receive *at least* one certificate each year.

Children take home their individual certificates.

Exclusions at Falconbrook School.

Internal exclusions: This involves a child being removed from their own classroom and working in another classroom or in one of the **Quiet Work Rooms**.

A child may be internally excluded if their classroom behaviour persistently disrupts the learning of other children in their own class.

If a child's behaviour warrants them being internally excluded the class teacher will make necessary arrangements with a member of SLT.

Sometimes internal exclusions may continue over a few days.

The Head Teacher is always informed of any Internal Exclusion arrangements.

Parents are told if their child has been internally excluded and why.

Fixed Term Suspensions: This involves a child being suspended from school for a period of time.

Fixed Term suspensions are arranged if a child's behaviour is deemed to be dangerous to themselves and / or to others.

Abusive, dangerous or violent behaviour will result in an fixed term suspension.

The Head Teacher makes the decisions to suspend a pupil, or in her absence the Assistant Head.

If a child is suspended from school parents will be asked to attend a meeting so that the circumstances surrounding the decision to suspend can be discussed. This is then followed up with a formal letter. Fixed term suspensions are recorded on a child's school file.

Permanent Exclusions: This means that the child is permanently excluded from Falconbrook School.

Permanent exclusions are a last resort and only used in extreme circumstances.