

Flushing C of E School



Behaviour Policy

DRAFT

Policy monitored by	Full Governing Board
Date of adoption	October 2024
Date of review	October 2026

Principles & Aims

Flushing School's strategic vision of 'Nurturing to Flourish in our World' and our school values:

KINDNESS TRUST FRIENDSHIP FORGIVENESS HOPE CREATIVITY

are the driving force of this policy.

We seek to fulfil this vision in numerous ways by:

- Promoting self-esteem, self-discipline and the building of positive relationships based on unconditional positive regard and mutual respect;
- Follow Christian principles of repentance, forgiveness and reconciliation;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging positive relationships with parents, guardians and carers to develop a shared approach to the implementation of the policy and procedures.
- Commitment to staff training
- Ensuring fairness of treatment for all;
- Encouraging respect for self, respect for others and respect for the environment;
- Promoting good behaviour through the school's commitment to positive praise and reward

Roles and Responsibilities

Flushing School has established, in consultation with stakeholders, this policy for the promotion of good behaviour, which will be reviewed annually. The school will ensure it is communicated to pupils and parents, is non-discriminatory and expectations are clear.

The Headteacher and Senior Teachers will be responsible for ensuring the implementation and day to day management of the policy and procedures. This includes supporting staff faced with challenging behaviour.

All staff (both teaching and support) will be responsible for ensuring the policy and procedures are followed and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Feedback on the effectiveness of the policy is encouraged. Staff are responsible for creating positive relationships in classrooms, as well as the other areas of the school. All staff are encouraged to seek support from the Headteacher or Senior Teachers if there is any difficulty in applying the policy. The Headteacher will treat any failure to apply the policy as a serious dereliction of duty.

As children grow and develop, we expect them to

- Follow rules and routines at school for reasons of communal health and safety, which promote a safe and calm learning environment.
- Listen and follow instructions carefully.
- Participate in all activities.
- Have regard for the safety and well-being for oneself and of others.
- Refrain from using negative language and swearing.
- Have regard for their own property, the property of others, and school property.

- Understand that the behaviour of an individual can have consequences for everyone.
- Follow the Anti-Bullying Policy.

Parents, guardians and carers will be responsible for the behaviour of their child(ren) inside and outside the school and are asked to support the policy in partnership with the school. Feedback regarding the effectiveness of the policy is encouraged and any complaints should be addressed in line with the Complaints Policy.

Approaches to Developing Positive Behaviours

- High quality, personalised learning which involves pupils, builds on success, ensures progression, involves and informs parents;
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times;
- Programmes of PSHE, (Personal, Social, Health Education) and Citizenship (Jigsaw PSHE) are used to provide rich opportunities which are part of all areas of school life and learning;
- Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two;
- Enable children to take responsibility for themselves and their actions in age appropriate ways;
- Reflect on incidents (where behaviour choices are made that are against the school's agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Any plan of action is agreed and shared in a working partnership with parents and carers;
- Individuals with SEN to be recognised within the behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- The way that the school reinforces positive behaviour choices to be based on positive, clear and consistent responses within boundaries that offer safe containment;
- Supporting pupils appropriately may require adults to develop and employ new skills and/or strategies;
- Pupils need to know explicitly what behaviour is expected in different circumstances;
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;
- Using Fixed Term Internal or External Suspensions may be used as part of a positive behaviour approach;
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed;
- The school will reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;
- The school will teach its statutory requirements in relation to the RSE expectations so that children know and understand how to build positive and safe relationships with others;
- The school's expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.
- Provide adults with appropriate training.
- Involve external agencies for additional support

In line with our inclusive approach, wherever possible, all children and parents are welcome at our school.

Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning.

Behaviour Practices and Procedures

Flushing School values learning and everyone within our community. The uniqueness and diversity within our staff, student and parent body is valued and celebrated. Everyone is a learner and everyone is deemed to have an ‘elastic’ capacity to learn. We make provision for developing the emotional learning of all of our students, but most particularly for the most vulnerable and challenging students. Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning, and learning how to communicate responsibility for one’s own feelings.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- encourage relationships based on kindness, respect and understanding of the needs of others;
- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.
- create an environment which recognises and celebrates difference.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on- task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment with displays which are not visually overstimulating.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between adult and child.

Rewards

Flushing School’s emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Therefore, we ensure that within each school every child is recognised and rewarded. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance

of good standards as well as by particularly noteworthy achievements and efforts. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- Verbal feedback
- Public and private praise and congratulations
- Non- verbal feedback e.g. thumbs up gesture, smile, pat on shoulder
- Awarding of dojo points, stickers, stamps
- Praise Certificates (with explicit reasons shared)
- Headteacher praise postcards – posted to parents
- Lunchtime Award
- Share good choices with other adults for positive reinforcement
- End of Year Awards

Within our positive approaches we recognise that there may be times when a pupil, whilst considering what is appropriate for individual children, might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Initial Responses

If any child breaks the behaviour policy of Flushing School, initially they are given reflection time with an adult as appropriate.

We believe that the importance of 'relationship' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship is key. By contributing to a safe and structured sequence of interactions the adult can engage the child's capacity for emotionally connecting.

We use a range of strategies to interrupt poor behaviour choices including;

- Breakout spaces within the classroom
- Time in with an adult.
- Availability of an emotionally available adult
- Change of environment
- Regulation opportunities

The aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults' holding consistent boundaries ensures our school feels calm and safe.

When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; Headteacher, SENDCo, Class Teacher, Teaching Assistant . At every stage we will also maintain close communication with parents and carers. Sanctions may include:

- Verbal Reprimand

- Loss of privileges – breaktimes
- Time out of class to reflect upon behaviour under supervision
- Lunchtime Club with Headteacher
- Being placed on an Action Plan

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately.

That being said, there are some situations that will provoke a more severe response from school:

If a child deliberately commits any of the following, they may be given an immediate Fixed Term Suspension or Permanent Exclusion at the Head Teacher's discretion following a full investigation:

- Serious physical assault against a pupil
- Serious physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour
- Bringing illegal items/substances to school

Fixed Term Suspensions may be either Internal where they will attend school but learn away from their class or an External Suspension, which requires the pupil to undertake their learning off site. In the case of an external suspension, this will be registered with the local authority.

Following an external suspension, the pupils and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate. Parents are always informed by standard letter if a Fixed Term Suspension has been given.

Support and Intervention

Behaviour Incidences are tracked at Flushing School through My Concern. The Headteacher analyses behaviour trends at least termly, and adapts provision as necessary – this may include identifying training needs for staff or putting into place support plans for individual pupils.

Behaviour is reported to Governors termly as part of the Headteacher's Report.

Physical Restraint

Physical Restraint should be limited to emergency situations and used only as last resort. Under the children Order 1995, it is only permissible as described under the heading 'Physical Control'. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff, to use such force as is reasonable in the circumstances to prevent a pupil from:

- Causing disorder

- Hurting themselves or others
- Damaging property

However, incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time as possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Where possible, involve another member of staff
- Where possible, inform the student what is happening and why
- Be recorded and reported to parents if restraint is required

No adult should:

- Act in temper
- Involve themselves in a prolonged verbal exchange with the child
- Attempt to reason with the child
- Ask other children to be involved in the restraint
- Hold or touch sexual areas of the body
- Twist or hold limbs against a joint
- Bend fingers or pull hair
- Hold a child in such a way which restricts blood flow or breathing.

Safe Touch

Children need to learn who they are and how they fit into the world. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing.

Research clearly shows access to safe touch is a means of calming, soothing and containing distress for a vulnerable child. It is essential that children learn the difference between safe and unsafe touch. Safe touch is when brief, gentle contact is made on open or clothed parts of the body: hands, arms, shoulders, head and hair. The background of the child will always be considered. Safe touch used to calm, soothe or regulate a child's emotions is a needed developmental experience. In recognition of this, all staff may consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Containing an angry child
- Affirming or encouraging an anxious child or a child with low self-esteem

Other means of calming, soothing and containing children's strong emotions include:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display and then regulating it down by talking slowly, firmly and quietly in an unhurried and unflustered way
- Providing clear predictable consistently held boundaries

Conclusion

“Educating the mind without educating the heart is no education at all” - Aristotle

Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils.

Appendix 1

FLUSHING SCHOOL BEHAVIOUR AND DISCIPLINE PROCEDURE SEPTEMBER 2024

Aims

These behaviour procedures aim to endorse our vision of 'Nurturing to Flourish in our World'

We:

- Support the Christian ethos of the school where individual members of the school community can feel safe, valued and respected
- Enable all to learn and work together in a positive and supportive way.
- Promote a learning environment where everyone feels happy, safe and secure
- Promote positive relationships between children, and between children and adults
- Treat all children fairly and consistently with unconditional positive regard
- Encourage children to become responsible and independent
- Recognise and reward acceptable and positive behaviour

As children enter this school at the age of four and are here until they are eleven. We recognise that rules, routines, rewards and sanctions need to be adapted to be relevant and have meaning for different age groups, and at times individuals. All classes display the 'Bee Rules' and children are explicitly taught what these look like. These are embedded across the school and referred to as required. Many classes also have their own additional code of conduct which enable child voice to be heard.

We use a tiered traffic light system to determine both acceptable and unacceptable behaviours to enable the children to understand consequences and responsibility. All incidents of unacceptable behaviours are recorded on My Concern. All staff are proactive in its use. As a school with a strong Christian ethos and values, positive reinforcement is our primary behaviour management tool. Classes have their own positive reward system as detailed below.

LEVEL	BEHAVIOURS	REWARDS FOR ACCEPTABLE BEHAVIOUR
GREEN BEHAVIOURS	Our Bee Rules: Be ready- show active listening <ul style="list-style-type: none">• Be respectful –take turns and support each other• Be kind - treat others the way you would like to be treated• Be responsible-make good choices• Believe in yourself- always try your best	Public and private congratulation and praise Individual class systems e.g. Table points, stickers, dojos, etc... Nomination for a 'praise award' at a weekly assembly Headteacher postcard to a parent Whole class 'rewards' e.g extra playtime, class film Table points can be awarded which convert to individual class systems Lunchtime Award – best class of week

		Teacher awarded purple value cards – awarded to children for showing one of our school values and displayed on values tree in entrance. End of Year Presentation Assembly
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LOW LEVEL YELLOW BEHAVIOURS	<ul style="list-style-type: none"> Calling out Distracting others Inappropriate noise in class Not respecting property, e.g. doodling on exercise books Failing to keep on task Repeated leaving seats without permission Time wasting Not following instructions Running in the corridor Pushing in in the line Talking in assembly Rudeness to others Interrupting Children being inside when they should be outside Shouting in the dinner hall 	<p>Clear verbal warning</p> <p>Appropriate time given for child to address behaviour.</p>
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MODERATE AMBER BEHAVIOURS	<ul style="list-style-type: none"> A second warning for one of the above behaviours Constantly calling out Continually distracting others Refusal to cooperate Deliberate rudeness, e.g. answering back Not attempting learning task Deliberate disregard for instructions Covering up the truth Unkind words and actions Swearing (overheard by an adult) 	<p>Miss 5 minutes of breaktime spent in reflection time with an adult to discuss what happened and reflect on future behaviour.</p> <p>Staff to record persistent behaviours on My Concern and inform parents – verbally at the end of the day or through a phone call/dojo message</p>
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<p>SERIOUS RED BEHAVIOURS</p>	<p>Physical assault against a pupil Physical assault against an adult Verbal abuse / threatening behaviour against a pupil Verbal abuse / threatening behaviour against an adult Bullying Racist abuse Damage Sexual misconduct Theft Persistent disruptive behaviour Bringing illegal items/substances to school</p>	<p>Complete appropriate reflection sheet 'Make It Right' as soon as the child is regulated. Social stories may be used to support this. Redress any mess / damage or wrong doing incurred when regulated Miss 2/3 breaks. Headteacher involvement. Staff to log incidents on My Concern Parents always informed through reflection sheet and verbally by staff. Often, parents will be requested to come into school to discuss red behaviour</p> <p>Repeated red behaviours will result in a Positive Support Plan and possible internal or external suspensions (as below)</p>
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Fixed-term suspension and Permanent Exclusion

We are an inclusive school and work hard to develop strategies to include all children.

However, red behaviour may result in either internal suspension, or in extreme cases, fixed term external suspensions. This is necessary to maintain the health and safety of all our community. Suspension and permanent exclusion will be at the discretion of the Headteacher and will be in response to extreme or serious incidents.