





North Elmham CEVA Primary School  
Stibbard All Saints CEVA Primary School



# Flourish Federation

## Behaviour Policy

This policy was ratified by Flourish Federation Governing Body on:	23 <sup>rd</sup> September 2021
This policy will be reviewed by Flourish Federation Governing Body by: (unless earlier review is required to adhere to statutory requirements/changes in procedure)	September 2022
Policy Version:	2
Signed by the Chair of Governors:	
Signed by the Executive Head teacher:	

This behaviour policy is compliant with the Education and Inspections Act 2006, sections 88, 89 & 93.

The information below makes up the Inclusive Practice for the Schools:

Our philosophy underpins our practice ...

### **'Happy Children Achieve'**

At All Saints CEVA and North Elmham CEVA Primary Schools, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community have a vital role to play; stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the high standards of behaviour that we have at Flourish Federation.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school communities feel listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

#### **How will we achieve this?**

**We model and celebrate positive behaviours.** Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- Class positive behaviour system (sun, star model)
- Staff congratulating pupils verbally or through the Nourish to Flourish whole school book
- Giving children stickers
- House/team points
- Whole class rewards
- Nourish to Flourish good work/citizenship certificates

**We believe that children achieve best when there is a partnership between home and school** and this applies particularly to behaviour; we expect parents to support the school in maintaining good behaviour.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards e.g. parents are invited to our celebration assemblies.
- Staff may use the informal 'chat at the door' approach or contact parents/carers by telephone.
- Reading records or home-school books are used to send messages home or into school.
- The Parents' Consultations Evenings also provides a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school and the outcome of this may be a pupil-specific inclusion plan.

Good discipline is the shared responsibility of all staff. **We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.**

We strive to avoid:

- Humiliation – it breeds resentment;
- Shouting – it diminishes us;
- Over-reacting – the problem will grow;
- Blanket punishment – this is unjust towards the innocent;
- Harsh sarcasm;
- Threatening children with someone else’s discipline;
- Using an area of the curriculum as a punishment (e.g. extra maths or no P.E.)






As part of promoting positive behaviour and providing positive role models, **pupils are provided with the opportunities to take on responsibilities** within their own class and across the school. These include, but are not limited to:

- Flourish Champion
- Nourish Champion
- Membership of the School Parliament
- Eco Warrior

**Dealing with inappropriate behaviour.**

*Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.*

Our behaviour model is based on celebrating positive behaviours and having a restorative framework - building relationships based on respect and fairness. To support this, in each class you will see:

				
Thunder cloud	Thinking cloud	Sun	Star	Shooting star

Each child starts every morning and afternoon on the **sun** and we call this our ‘expected behaviours’. This is set out horizontally. The sun represents the agreed expected behaviours. When the class teacher (or support staff) see behaviours that are beyond what is expected, they inform the child of this reason beforehand, then moves the child’s name across to the **star** and receive a house point. If the child demonstrates these behaviours further, wow behaviours, they move the

name to the **shooting star** - where they receive 5 house points, plus they get to put a marble in the class jar. When this jar is full, a class treat is awarded at the teacher's discretion.

When a child shows poor behaviour choices, a **warning** is given first, with reminders of what behaviours are expected of them. If these behaviours continue the child's name is moved the other way, i.e. if their name was on the sun, it is now moved to the **thinking cloud**, and the child will lose 5 minutes of their break time. The child has the opportunity to reflect on their behaviour, and afterwards can move it back to the sun, if behaviour improves / ceases. If poor choices of behaviours continue, the child's name is moved to the **thunder cloud**. The consequence of this is to miss all of break time (15 minutes), which may be taken from lunch play but pupils will not lose all of this break. Again pupils have the chance to reflect or 'put right' what behaviours got them on the thunder cloud (of course children will be allowed to go to the toilet / have a drink during this time). The Headteacher will be informed of children who are on the thunder cloud. Likewise, they are made aware of children who have been exceptional and their behaviour is celebrated in assemblies.

**Please see the Behaviour Flowchart attached as Appendix 1.** These are displayed in all classrooms and shared areas, and have been shared with all pupils and staff.

It is up to the teacher whether they feel a child needs to jump straight up to the shooting star for exceptional behaviour, or over to the thunder cloud for very serious behaviour.

Being 'Restorative' focuses on building positive relationships based on respect and fairness. We deliver a robust pastoral system in school by being proactive in managing behaviour. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together.

- The key principle when dealing with issues is to **give all the people involved a chance to have their say** and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.
- When there have been incidents between children **key questions will be asked to find out what has happened and how the individuals involved can make things right again**, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way.
- Everyone involved in an incident is taken through a **restorative dialogue** and is therefore supported in coming to understand the harm that has been caused to all parties.

### **The Restorative Questions:**

**What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

**What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.

**Who has been harmed/affected and how?** Older children are encouraged to think about the wider implications of who has been affected e.g. families.

**What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.

**What do you think needs to happen next/to make things right with each other and with the school community?** Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

*This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.*

#### **Use of consequences**

We aim to help the children look at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

On rare occasions there are incidences where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases, the adults dealing with the issue may choose to implement consequences that could range from loss of privileges to a temporary internal/external exclusion and/or involvement of external agencies for behaviour monitoring and support. **(See Exclusion Policy)**

Physical restraint must only be used when all other courses of action with regard to control have been tried or the situation has developed so rapidly and to a degree that restraint has to be employed as the only justifiable response.

In all situations, pupils will be treated within the Restorative Framework so that when they are calm their views are heard and they have the opportunity to take responsibility and repair the harm caused.

#### **The decision to exclude**

If the Head decides to exclude a pupil, they will:

- Ensure that there is sufficient recorded evidence to support the decision;
- Explain the decision to the pupil if the pupil is in the state of mind to listen to the decision
- Contact the parents, explain the decision and ask that the child be collected;
- Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
- The length of the exclusion and any terms or conditions agreed for the pupil's return

#### **Re-integration**

After fixed term exclusion the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will also be discussed and the meeting will be recorded.

### **Referring & recording behaviour incidents**

In the first instance behaviour incidents should be referred to the class teacher. If the class teacher believes that the incident needs to be referred on, normally this would be to the Phase Leader and then to the Executive Deputy Head.

We record incidents of negative behaviour and resulting actions in CPOMS to ensure that patterns of behaviour are quickly picked up upon. Consequent actions include but are not limited to:

- Loss of privileges
- Internal exclusions
- Lunchtime or break-time exclusions
- Parental contact
- Fixed term exclusions

It is the responsibility of the member of staff dealing with the incident to make a record. Racist incidents also need to be reported separately to the Executive Head teacher

### **Bullying - what is our approach to preventing bullying?**

There is no legal definition of bullying, however, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger). (Linked to E-Safety policy)

Anti-bullying forms part of our school curriculum and is encompassed within our school values, culture and ethos. Staff regularly discuss bullying; this informs children that we are serious about dealing with the problem and leads to open conversations / increased confidence in children wanting to discuss the subject. We support parents in their role in preventing bullying also (e.g. through workshops aimed at supporting parents watch for signs of distress in their child and offering e-safety advice).

If a parent feels that their child is being bullied it is important that they know who to talk to. We encourage all parents to discuss any concerns initially with the class teacher. The Phase Leader to discuss concerns. If parents feel that they need more support, any member of SLT will be available to listen and develop a line of enquiry. At all levels the parents and the victim will be fully supported and involved.

If bullying is suspected we talk to the suspected victim, the suspect bully and any witnesses as we would in any restorative process. If any degree of bullying is identified help, support and counselling will be given as is appropriate to both the victims and the bullies.

We support the victims in the following ways:

- by offering them an immediate opportunity to talk about their experiences.
- informing the victims' parents/carers
- by offering continuing support when they feel they need it.
- by arranging for special supervision e.g. in the playground
- by taking steps to prevent more bullying.

We also discipline, yet try to help the bullies in the following ways by:

- talking about what happened, to discover why they became involved
- involving the bullies' parents/carers
- continuing to work with the bullies in order to change their behaviour
- requesting help from support services
- taking one or more of the disciplinary steps below, to prevent more bullying.
  - Bullies will be officially warned to stop bullying by the leadership team.
  - The bully's parents/carers will be informed verbally and asked to discuss the matter.
  - If bullying continues, then the bully's parents/carers will be formally informed in writing.
  - If bullying continues, then they may be temporarily excluded.
  - If such behaviour does not end, it may need to be referred on (e.g. to the Police) and/or there may be a recommendation for permanent exclusion. **(See Exclusion Policy)**

Listed below are some examples of affective statements which all staff can use with pupils:

I am sorry that I misunderstood the situation ...

I felt really proud of you when I heard ...

I feel really pleased and encouraged that you made the right choice.

I respect your honesty and thank you.

I want to thank you for your cooperation.

I was very disappointed when you did that to (insert victim's name).

I am upset and angry by what has just happened.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.

#### Screening, Searching and the Confiscation of Inappropriate Items.

The law allows school staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

It also gives the power to search without consent for 'prohibited items' including:

- knives and weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images,
- any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons, knives and extreme or child pornography will always be handed over to the police, otherwise it is for the senior management team to decide if and when to return the confiscated item.

### **Discipline Beyond the School Gate**

The law allows teachers the power to discipline pupils for misbehaving outside of the school premises to such an extent that is reasonable.

Teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity including remote learning (see Remote Learning policy) or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline pupils when they are under the lawful control of the staff member.





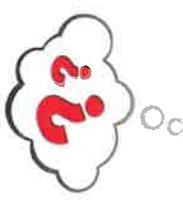










Appendix 1 - below





# Flourish Federation

## Behaviour Rewards and Sanctions

 <p><b>Thunder Cloud</b></p>	<p>Serious behaviour concerns</p>		<p><b>IF NO IMPROVEMENT</b> Deliberately hurting others Swearing Negative comments – racist, Bullying Repeated poor behaviour</p>		<p>Loss of play all day Written task (if appropriate) Inform headteacher Inform parents Recorded on pupil file</p>		<p><b>IF NO IMPROVEMENT</b> Internal or external exclusion</p>
 <p><b>Thinking Cloud</b></p>	<p>Not shown expected behaviours</p>		<p><b>IF NO IMPROVEMENT</b> In behaviour and / or Lack of respect Rudeness Name calling Answering back Refusal to follow instructions Rough play</p>		<p>Move star to Thunder cloud Lose 15+ mins play Possible written task</p>		
 <p><b>Sun</b></p>	<p>Expected good behaviours</p>		<p>Minor disruption to others Avoidance of work General silliness Talking when teacher talks</p>		<p>Quiet word by adult Move places or isolate in classroom</p>		<p><b>IF NO IMPROVEMENT</b> Move star to Thinking Cloud</p>
 <p><b>Star</b></p>	<p>Helpful behaviour Extra effort Resilience, perseverance Exceeding targets Reading at home daily</p>		<p>1 house point awarded</p>				
 <p><b>Shooting Star</b></p>	<p>Exceptional work, behaviour, achievement, etc</p>		<p>5 house points awarded 1 marble in the jar</p>				

Parents informed

Lose 5+ minutes playtime