



STATEMENT OF PRINCIPLES

Our school believes that a child's behaviour is often an outward reflection of the child's emotional wellbeing or the emotions that a child is feeling at that moment in time. It is as important to address the child's emotional wellbeing as it is to address a child's behaviour.

At Frome Valley First School, our school behaviour policy is based on the principle that every member of the school community has a right to feel valued and respected and that each person is treated fairly. We are a caring community whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to make sure all our children are happy and secure in a learning environment that promotes good behaviour, whilst supporting a child's emotional wellbeing.

Therefore we have implemented a system for managing behaviour that is:

- understood by staff, pupils, parents and governors
- ensures the safety and well-being of all staff and pupils
- clearly states expected behaviour
- encourages good behaviour by using rewards as positive reinforcements
- defines the consequences of unacceptable behaviour
- enforces the consequences fairly and consistently
- supports the emotional wellbeing of a child
- has emotionally available adults to support a child's behaviour and emotional wellbeing.

Our children have confidence that our approach is consistent and fair, providing opportunities for them to behave well. The children understand that the language staff use will always refer to their behaviour and will not be directed at the child.

AIMS

At Frome Valley First School, all staff and governors will:

- Recognise and highlight good behaviour
- Ensure that all children are praised for behaving well
- Ensure criticism is constructive - highlighting the inappropriate behaviour and not directed at the child
- Explain and model the behaviour we expect to see
- Encourage children to be responsible for their own behaviour
- Inform parents about children's behaviour, as appropriate
- Reward individual and groups of children for behaving well
- Be consistent in their approach to dealing with all behaviours
- Record levels of behaviour on the school system (Incident Log) for future reference
- Understand that the cause of negative behaviour may be emotional needs/worries

At Frome Valley First School, all children understand that good behaviour impacts on their learning. All children will:

- Recognise positive behaviour in others
- Understand that positive behaviours will be rewarded
- Be positive role models for each other
- Respect themselves and each other by following the School Charter
- Know that an emotionally available adult will listen to them and support them in their behaviour
- Understand that negative behaviour has a consequence
- Understand that negative behaviour affects other people (children and adults)
- Accept that the more severe the behaviour the more severe the consequence

TRAUMA INFORMED SCHOOLS

Our Headteacher is a trauma informed schools practitioner and all staff have been trained to support the emotional wellbeing of pupils and to know the importance of having an emotionally available adult to support a child's emotional needs. We recognise that a child's behaviour can be affected by their emotional wellbeing.

At Frome Valley First School, we use **WINE** to empathise with a child's feelings.

Letter	Its meaning	An example of this in practice
W	I wonder	"I wonder if you are feeling angry because...."
I	I imagine	"I imagine , if it was me, that I would be feeling really worried because..."
N	I notice	"I notice that you are very angry..."
E	Empathy	Using the above sentence starters to demonstrate that you have empathy for the emotions that the child is feeling.
Follow up Question:		" Help me to understand"

We will use trauma informed strategies to support and understand children's behaviour. Ms Thorp, as a Trauma Informed Schools Practitioner, will work individually with children to support their behaviour and their emotional wellbeing.

POSITIVE BEHAVIOUR AND REWARDS

At Frome Valley First School, we have a positive approach to behaviour. The school charter and non-negotiables have been written in conjunction with the children and are always referred to. They both reinforce whole school expectations of behaviour.

The school uses a variety of rewards, both whole school and in class. These are used to promote good behaviour. Strategies include:

- Verbal praise & gestures which are specific to behaviour and learning
- Rewards from class teachers and from the head/deputy
- Celebration Assembly
- Kindness Tree
- Class Dojos
- Citizenship awards/certificates
- Behaviour days/Class Charters
- Star of the Week

- Jigsaw certificates
- 'Special' time incentives
- Letters/communication with parents
- Pastoral support plan
- marble time (for gaining marbles for a class behaviour target)

This list is not exhaustive and not all these systems are used at all times. Staff make rewards relevant to cohorts, individuals, phase or session. Targets are set with specific behaviour goals on an individual, class and whole school basis which are then rewarded accordingly.

INAPPROPRIATE BEHAVIOUR AND CONSEQUENCES

Rewards are the principal driving force in creating a positive and effective learning environment for all pupils and staff. We do, however, recognise that consequences should be issued when negative behaviours have been displayed. At Frome Valley First School, children are aware of the boundaries and consequences placed on negative behaviour. They recognise that, on displaying non-negotiable behaviours, they will receive a consequence that is in line with their behaviour. These consequences and levels of behaviour will be displayed in a consequence chart which is referred to by all staff and remains consistent across phases. (see below)

Class Dojos award positive behaviour but children can also lose a Dojo for such actions as 'crossing the line' language or for a 'speeding ticket' when running within the school.

The children have had the opportunity to share their views on what they consider to be suitable consequences for their negative behaviour and appropriate rewards for positive behaviour through school council meetings, class discussions and discussions with the Senior Leadership Team. They have contributed their ideas.

It is expected that children will be given the opportunity to reflect on their behaviour and, when it is negative, make plans for a positive change. We use restorative justice principles with children to reflect on their behaviour, take responsibility and how they can restore the imbalance within a relationship. It is also anticipated that children will learn to manage their own behaviour through the use of class and group strategies and that they also learn to develop their own strategies for controlling their behaviour.

It is expected that staff keep records of children who have displayed medium or high levels of behaviours using the central incident log. This can then be referred to when more serious consequences are issued and/or when reporting back to parents.

The following chart has been discussed with children and staff in order to make it relevant to a whole/school approach and/or relevant to a key phase.

Behaviour	Consequences
<p>Low level</p> <p>Not ignoring inappropriate behaviour Fiddling and distracting others Running in school Not lining up properly Not putting hands up Interrupting Not listening Shouting out Inappropriate noises Refusing to work</p>	<ul style="list-style-type: none"> • Reminder of positive behaviour • Calm down area/thinking circle • Return time • Reflect upon actions with an emotionally available adult • Loss of a Dojo
<p>Medium Level</p> <p>Telling Lies Name calling and answering back Inappropriate comments, incl. disrespect to adults Not following instructions Throwing objects but not at people Invading other children's personal space Play fighting Persistently refusing to work Refusing to take consequences Damaging/ destroying other people's work Damaging/destroying school property Leaving class without permission Throwing object at people Threatening other children/verbal abuse Hurting another child/adult on purpose Making ourselves and others unsafe Fighting Swearing/crossing the line language Stealing</p>	<ul style="list-style-type: none"> • Break or lunchtime with the Headteacher • Calm down area • Removal from a class to calm down • Loss of a Dojo • Restorative Conversation with an emotionally available adult • Social story • ELSA Support • Trauma Informed School Practitioner support • Behaviour Cards
<p>High Level</p> <p>Bullying Racist behaviour Physical assault on another child, including fighting/violent outbursts Physical aggression towards an adult Leaving school without permission Sexually inappropriate behaviour towards others</p>	<ul style="list-style-type: none"> • Bullying/Racist log • Removal from a class to calm down • Exclusion

Exclusion (temporary) includes the removal of children from lunchtimes.

Exclusion (permanent) is only used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Medium levels consequences will be issued by teaching staff in conjunction with SLT (senior leadership team).

Where a member of staff feels a child's behaviour has reached high level (red), the appropriate consequence will be decided upon after consultation with a member of the SLT. Medium and high level behaviour will be recorded in the incident log.

BULLYING

As a staff we aim to keep the issue of bullying in the open and see the following steps to be essential if we are to deal with bullying in a positive way:

- Be available – We are aware that bullying goes on and that we are always ready to listen to any concerns children, parents or carers have.
- Investigate - Each incident is investigated as soon as possible and all parties are asked to give their views, discretion is always used.
- Record – The teacher who is investigating will record the incident on the school record sheet in consultation with a SLT member. The children are told of this process so they realise that the incident is taken seriously.
- Respond – Depending on the severity of the incident there are various responses and consequences available to the school.
- Follow-up – Usually in the form of a meeting, it is important for the children to know that they are supported in a positive way.

When responding to issues of cyberbullying, these procedures apply. The school will discuss cyberbullying with children during anti-bullying week and the annual safer internet day.

Each term begins with a Wellbeing Day when children focused on being positive mental wellbeing and revisiting the no-bullying ethos of the school. Children and staff wear blue clothes to school to reinforce the colour blue as the universal colour on anti-bullying.

PLAYGROUND BEHAVIOUR

At Frome Valley First School, we have recognised that children's behaviour can be affected during unstructured social times. Therefore, we have endeavoured to ensure the correct supervision and systems are in place to aid and model good behaviour to all children. There will always be at least 2 adults covering playground duty. Playgrounds will promote positive experiences for all children. Our Playground Zones ensure that there's a range of activities for children to play with at break and lunch time as well as there always being a free play area. Adults will model how to play games in particular zones, as appropriate. The Year 3 children organise and run a Playground Pal activity too.

Children from each class worked with the Headteacher to create our Playground Rules and our Football Charter. All children that wish to play football at Frome Valley First School sign our Football Charter of expected behaviour.

The school has a friendship bench (designed by the children) so that children have a place to go to if they need a friend to play with at break or lunch time.

Children understand that non-negotiable behaviour at break and lunch will result in a red card. Children then spend the rest of their break or lunch (after the incident has occurred) with a member of the SLT. This member of staff will use WINE and a restorative conversation to discuss this child's behaviour with the child as well as think of alternative ways the child could have behaved.

BEHAVIOUR AND SEN

Frome Valley First School acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Children who have been recognised to have a Special Educational Need with regards to their behaviour are given a Pastoral Care Plan (PCP). This outlines any difficulties the child may have and the approaches used by staff to help combat these problems. PCPs have clear success criteria and time scales incorporated into them to aid the evaluation and reviewing process. These are created following discussions with parents, staff and other professionals where required. Behaviour targets will be shared with parents and supporting adults.

PUPIL CONDUCT OUTSIDE THE SCHOOL GATES

Teachers will discuss with children their behaviour (including bullying) that happens outside the school gates when the child is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil of the school

POWER TO USE REASONABLE FORCE

Legal provisions provide members of staff with the power to use reasonable force to prevent pupils from injuring themselves or others or damaging property and to maintain good order and discipline in the classroom. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Examples of where reasonable force may be used:

- remove children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event, trip or visit
- prevent a pupil from leaving the school when allowing them to leave would risk their safety
- prevent a pupil from attacking a member of staff or another pupil
- restrain a pupil at risk of harming themselves through physical outbursts

The school has been trained to use Dorset Step-On de-escalation techniques. These include using an open mitten and a closed mitten to support, guide and escort a child. Staff will be reminded of these techniques on an annual basis.

EXCLUSIONS

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short term period while intervention strategies are put in place to help the child improve.

Exclusions whether fixed term or permanent can only be imposed by the Headteacher or, in her absence, the Deputy Headteacher.

Where exclusion is used, the school conforms to the Dorset CC and DfE (Department for Education) Guidance. If a child is excluded for a period of less than 5 days the school will provide work – it is the parent’s responsibility to ensure the child completes the work and returns it to the school for marking (NB parents can be fined if their child is found in a public place during an exclusion).

From Day 6 of an exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the LA will contact parents with details of the Day 6 provision.

PARTNERSHIPS

At Frome Valley First School, we work alongside other agencies to support our behaviour policy. The partnership between home and school is vital and needs to be a positive working relationship. We always seek parental support when dealing with behaviour issues in school. Parents are encouraged to work with school and share strategies which can be implemented both at home and school.

Support for children and their families can also be accessed through other agencies. Frome Valley First School also works closely with other agencies such as Educational Psychologists, the School Nurse, Family Partnership Zone, Health Visitors and other support services and these are involved when needed.

STAFF TRAINING

All staff follow the behaviour policy and receive additional training when required. The headteacher, as a trauma informed practitioner, will lead on supporting staff with a child’s behaviour. This has included, in the past, training sessions with support staff and lunchtime staff. Additional training is provided by outside agencies and internal training by the SENCO (special educational needs co-coordinator) or SLT.

ADDITIONAL POINTS TO NOTE

- We will endeavour to use positive reinforcement of appropriate behaviour as the primary means of dealing with inappropriate behaviour.
- We will record incidents in the school’s central incident log book that is kept in the Headteacher’s office.
- We will endeavour to offer children choice, e.g. ‘you can choose to lose 2 minutes off break or you can choose to carry on with your work’ and we will endeavour to allow ‘take up time.’
- We will ensure our response to inappropriate behaviour does not escalate the situation and any consequences will be given in a calm and caring manner where alternative courses of actions are developed.
- We will ensure that the consequence relates to the level of behaviour displayed and is not excessive but relevant to the child and the child’s age.

We recognise that every day should be seen as a new day with children being given the opportunity to make a fresh start following a consequence.

