



*Connect,  
Learn & Grow*

# **FRINTON ON SEA PRIMARY SCHOOL**

## **BEHAVIOUR & DISCIPLINE POLICY**

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**Executive  
Head Teacher:** Mrs T. Caffull

**Ratified/Approved  
By the Governing Body** Autumn 2018

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## **Summary**

This policy outlines procedures related to rewards and positive behaviour management.

## **Introduction**

The ethos of our school is a caring school where everyone is valued and treated with respect. Any harassment of any kind whether verbal or physical is unacceptable. Our behaviour policy reflects a positive ethos that builds on intrinsic self-motivation to learn and supports the development of others.

## **Aims and Expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, irrespective of age, gender or race and that each person is treated fairly and well. 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 support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and measures are in place to reduce the likelihood of bullying. The school aims to promote self-confidence and self-esteem, so all stakeholders are able to take pride in our achievements, the school environment and reputation in the wider community.

## **Golden Rules**

The school has three 'Golden rules' which apply to all school aspect including behaviour and learning (these also become playground rules):

- Be Kind
- Be Safe
- Be responsible

Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

## **Rewards and Consequences**

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We praise and reward children for good behaviour in a variety of ways:

- Teachers establish a class code of conduct with their class at the start of each academic year, which link very closely to our core values (Courage, Open-mindedness, Nurture, Endeavour, Communication and Teamwork), and refer to this throughout and review accordingly. This should be clearly displayed in the classrooms.
- All adults congratulate children verbally ensuring consistency.

- All adults can give children ‘family points’ linked to the six family groups connected to ‘British Values.’
- All classes have an opportunity to take part in a ‘celebration assembly’ where they are able to show examples of their best work.
- Acknowledgements may be presented for good work and behaviour.
- All adults should be polite, model good manners such as holding doors for others, keeping the environment safe and tidy, and polite language.
- Stickers, charts, and prizes can be awarded by class teachers if they wish to enhance the school ‘family points’ system.
- Senior leaders and Headteacher also have a range of positive acknowledgements.
- We provide comfort and forgiveness.

The school employs a staged approach to consequences to apply the school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation. Praise, mutual respect and good modelling in a consistent approach should be used to promote desired learning and general behaviours.

The following stages show examples of behaviours and the resulting consequence that will be taken:

### **Stage 1**

Low level disruptions and crimes against learning:

- Talking at inappropriate times
- Distracting others from their learning
- Wondering around the room
- General ‘messaging about’
- Rough play

Adult to show disappointment in the choice of behaviour and give a direct verbal warning that should the child continue the next stage will be met, check the child understands and use visual aids to support understanding.

### **Stage 2**

If low level disruption continues after a verbal warning or rough play becomes dangerous or continues after a verbal warning, the child will be given the opportunity to take ‘time out’ (a few minutes) with teacher’s discretion, either to a quiet space (either within or outside the classroom, or in another class dependent on the child). This purpose behind this is to allow the child time to recompose themselves before recommencing learning. If this happens on the playground, the child will be given similar opportunity to recompose themselves before making amends (this may be referred to as a ‘fix-it opportunity’).

### **Stage 3**

- Low level disruption against learning continues after a verbal warning **and** the opportunity to re-join the class after time-out
- Violent acts towards another member of the school community (deliberate push, pull, hit, spit, kick, bite, slap, scratch, etc)
- The use of language deemed inappropriate for school such as swear words
- Deliberate bullying or intolerance of others
- Defacing or damaging school property
- Refusal to engage in learning
- Fighting

The child will spend a significant amount of time (varying according to age of child) with a member of SLT (individually assigned per Key Stage). Children may be sent from the playground to see a member of SLT if their behaviour has not been rectified after their warning and ‘fix-it’ opportunity.

The Class Teacher may deem it necessary to inform parents/carers at this point.

#### **Stage 4**

If the above behaviour continues or escalates further, and the child is deemed at risk of harming themselves or others, time will be spent with Headteacher/ Head of School/ Deputy Headteacher/ Assistant Headteacher, and a period of exclusion may be considered.

Parents/carers are informed of all incidents at this level.

**If at any stage physical intervention by adults is required, the school will follow the STEPs Training (see appendix 1 for photographs).**

**All classes will have displayed the behaviour grid so that staff and children are aware of the procedures in place (see appendix 2).**

**There will be cases where individual exceptions exist, and in such cases, the school will produce an individual behaviour management plan, which include outside agency/professional input where necessary.**

#### **Bullying and Racial Harassment**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Incidents of Bullying and Harassment are recorded in the confidential file. (see anti-bullying Policy)

#### **Use of Force**

The majority of staff have received Essex Step On Training. How this would be implemented is stated in Stage 4 of this policy with photographs attached in appendix 1. The school would only intervene physically with a child as a last resort to ensure the safety of both child and adult.

#### **The Role of the Children**

The children are central to our behaviour management policy. They are encouraged to seek solutions themselves, supported by adults.

Children who have concerns that they cannot discuss can put a note in the class 'Worry box' which is then read by the class teacher who may discuss the problem at a class council session or with individuals as appropriate.

School and Class Councils – Class council sessions give opportunity for discussion. School councillors use these as a forum to communicate ideas for School Council, and for thinking about class and school issues. These may include behaviour issues or problems arising outside the classroom.

School council representatives are elected each year and they have an important role to play in behaviour management decision. An example might be the misuse of play equipment. The school council look for ways in which this can be managed.

### **The Role of the School Staff**

It is the responsibility of all adults to follow the school procedures relating to behaviour and to model and encourage the school rules. All adults will model polite and respectful behaviours and good attitudes towards learning.

All adults treat each child fairly and equally without discrimination. All adults treat all children in their classes with respect and understanding. They encourage high standards of behaviour and personal appearance in line with the school expectations.

### **The Role of the Head Teacher**

It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The staff keep records of all reported serious incidents of misbehaviour.

The Headteacher in partnership with the leadership team has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **The Role of Parents/Carers**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read them and support them through home/school partnerships, including the internet and cyber bullying.

If the school has to use reasonable consequences for a child's behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented involving the school governors.

### **The Role of Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and

the standard guidance “Exclusion from maintained schools, Academies and pupil referral units in England” 2012 We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

### **Drug- and Alcohol-related Incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission to come and administer the medication themselves at lunchtime. The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents/carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse or distribution will be punished by a fixed-term or permanent exclusion and the police and social services will be informed.

### **Monitoring and Review**

The head teacher, with the Senior Team, monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The adult records minor classroom incidents and notes persistent misbehaviour. The head teacher records those incidents where a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime Learning Support Assistants give written details of any incident in the incidents books that they keep individually to class teachers and file copies in the log that we keep in the medical room.

The head teacher keeps a record of any child who is suspended for a fixed- term, or who is permanently excluded in a confidential file.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide for Schools, and that no child is treated unfairly because of race or ethnic background.

Similarly, the governing body will adhere to the special educational needs code of practice and follow its statutory duty to do their best to ensure that the necessary provision is made for any pupil with SEN.

## APPENDIX A – Lanyard cards worn by staff as a guideline

<b>Playground Behaviour System Guidelines</b>		
Arguing, name calling being unkind to others	Listen to the child's concerns	Ask what they need. How can you help them?- try a different place to play/ other people to play with
Continued arguments, escalated to shouting and rudeness to other children.	Intervene/ give support <b>(Blue form to be completed if incidents occur more than once with the same child)</b>	How can you help? Facilitate a conversation between the children concerned- Help them reach a conclusion or solution
Violence: hitting, spitting, tapping, kicking or repeated unwanted actions by same child/ren	Go inside to talk to Class Teacher <b>(Blue form to be completed)</b>	Class teacher to deal with and log situation. Assess and discuss consequences if necessary.
Significant harm to themselves or others	Go straight inside to talk to SLT <b>(Yellow form to be completed )</b>	Actions to be decided.

**APPENDIX B (FORMS ON BLUE PAPER)**

**BEHAVIOUR PATTERN FORMS FILLED IN AND REPORTED TO SENIOR MANAGEMENT TEAM – LOGGED**

Playground Patterns	
Names of children	
Date:	
Incident Description:	
Solution, action or resolution	