



FCVS

Behaviour Policy

September 2022

Scheme of Delegation	
Approval By:	FGB
Staff Lead Reviewer:	DHT
Assigned Governor	SEND Governor
Dates	
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Date of next Review	09/2025
Review Cycle	Recommended three yearly
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	Statutory policy required by educational legislation
Publication	
Publish	FCVS Website

Aims

To enable children to:

- recognise good behaviour through positive encouragement.
- respect and value each other.
- develop a sense of responsibility for their own actions.
- learn from their mistakes and make amends.
- have the skills to manage minor conflicts and problems.
- feel safe.

This should be read in conjunction with the School's Behaviour Principles document and school SEND policy.

Values

We promote our school values through the learning environment, assemblies, during lessons and our own role modelling. Our values are:

- Respect
- Resilience
- Innovation
- Empathy
- Integrity

Rights, Rules and Responsibilities

At the Farnham Common Village Schools everybody has:

Rights

Pupils have a right to be heard, a right to learn and a right to be safe.

Teachers and Staff have a right to teach and work in a friendly, safe and satisfying school that is supported by the school community.

Parents/Carers have a right to feel welcome and to know that their children learn and achieve in a friendly, safe and supportive school.

Responsibilities

We all need to be concerned about ourselves, other students, parents, carers, teachers, our belongings, our school and equipment.

At the Farnham Common Village Schools everybody has to follow the rules. To help protect and encourage, we have basic rules for our classrooms and outside. These rules are common throughout school:

- We are considerate
- We are kind and helpful

- We listen
- We are honest
- We try our best
- We look after property

Our philosophy and aims are developed through the following:

Building a Positive Classroom Climate

FC Village Schools believe in actively promoting positive behaviour for learning. We will do this by:

- good quality teaching.
- regular marking to help pupils make progress.
- giving rewards.
- having clear and consistent expectations.
- ensuring a pleasant, safe and stimulating learning environment.
- offering a wide range of extra-curricular activities.
- having high standards and high expectations.
- encouraging positive relationships.

Positive Rewards

The lists below are intended as suggestions. Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable.

- Public praise in the classroom and at celebration assemblies.
- Badges and stickers for good behaviour and good work.
- Praise during circle time.
- Displaying the children's work in the classroom to acknowledge their achievements.
- Call in or phone parents to acknowledge good work.
- "Just A Note" to let parents know children have done well.
- Pupil of the Week.
- Awarding DoJos for good work and behaviour.
- Class rewards – marbles in a jar and class treats.

Special Mentions

The main school-wide system for celebrating and rewarding success is through the award of special mentions in celebration assembly. Children can be awarded special mentions or certificates for a range of positive actions including:

- Achievement
- Perseverance and determination to succeed
- Excellent progress (related to previous best)
- Excellent behaviour – perhaps on a trip or in a particular situation
- RTRT – doing the Right Thing at The Right Time
- Taking responsibility
- Consideration for others (over and above what we expect)

- In the Junior School Class Dojo certificates are given to the child with the most points in each class, the class with the most points and the House with the most points. Dojo points are given during the week based on the demonstration of the school values: Respect, Resilience, Innovation, Integrity and Empathy.

Problem Resolution

When faced with a conflict with their peers, children are taught to:

1. Say 'Stop, I don't like it'
2. If the problem continues to find a member of staff to help them.

When children approach staff for help the following procedures should be followed:

1. Talk through the problem & gather information
2. Talk to witnesses
3. Talk to other parties
4. Arrive at conclusion and deal with all parties accordingly
5. Complete the pupil problem resolution form if appropriate
6. Inform parents and record the problem as an incident log if appropriate.

If problem re-occurs, follow same process and involve a member of the leadership team. Specific times may also be given to regularly touch base with children and staff to rigorously follow up incidents. The Head teacher is kept up to date of issues and concerns.

Sanctions

Should children be unable to behave within the classroom then it is the responsibility of the class teacher first and foremost to apply fair, clear and consistent sanctions. Sanctions should be applied fairly and should be appropriate for the behaviour, in terms of severity and duration. The purpose of a sanction is to:

- help children learn that consequences follow actions
- deter the children from misbehaving again
- deter other children from misbehaving
- show that a society has rules

The lists below are intended as suggestions. Teachers should feel free to use strategies appropriate to the age and make-up of the class.

- Verbal warning
- Asked to change activities
- Separated from those with whom they are behaving inappropriately
- Taken aside and spoken to quietly by a member of the staff. Together they will discuss what has happened and talk about the consequences of the child's actions and how to redress it.
- Finish their work in their own time
- Forego privileges
- Miss a part of a playtime
- Work in another classroom for a limited period

- Rectify and make good any damage they have caused
- Sit and discuss with the teacher or another adult the consequences of his/her actions and how to avoid such situations in the future
- Parental discussion if none of the agreed class sanctions work

For persistent issues and severe problems an individual behaviour plan will be drawn up with the support of the SENDCo and where necessary advice sought from external agencies. See the SEND policy for support offered where there is a SEMH concern.

Exclusions

Exclusions would usually be the last option following the use of problem resolution and mediation strategies. It is our desire as a school to find the cause of behaviours and to try and address these before getting to the stage when exclusions are needed.

However, very serious incidents including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in either an internal exclusion or a fixed term exclusion, depending on the severity. A permanent exclusion would be considered where there are persistent breaches of the school rules or after a serious one-off incident such that if the child were to remain in the school it would seriously harm the education or welfare of the others in school. Unfounded malicious allegations made against staff will result in a fixed term exclusion, or if very serious a permanent exclusion. Parents are always notified and expected to attend a meeting with a senior member of staff.

Following an exclusion, pupils will be supported to manage their return to school life and to help them develop strategies to resolve their problems and enable them to make a significant change to their behaviours.

Physical Restraint

Should physical restraint be needed it should only be used:

- if every other effort has been made to resolve the issue without resorting to physical techniques
- the child is at risk or in danger of harming themselves or others, or of seriously damaging property and the child is seriously affecting the educational entitlement of other pupils
- the member of staff has good grounds for believing this and the child is warned orally that physical restraint will be used unless he/she desists.

To avoid any misinterpretations by anybody present of the actions of the member of staff, he/she should state in a clear voice what he/she is doing and why he/she is taking this action. Only minimum force necessary to prevent injury or damage should be applied. Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants and witnesses. As soon as is safe, restraint should be gradually relaxed to allow the child to gain self-control. The incident should be recorded and support provided by the management team for the member of staff.

Staff will have guidelines in the Staff Handbook, revised and presented to staff each September, on the physical restraint that may be used. From time to time, it may be necessary to develop an Individual Behaviour Support Plan, detailing the arrangements for

addressing pupil behaviour and discipline problems. External advice and resources will be sought and the effectiveness of the behaviour support arrangements assessed.

The impact of the discipline policy will be monitored, with any undue over-representation of a particular group of pupils investigated to ensure that the policy does not discriminate against them, either directly or indirectly. Records should be kept of persistent difficulties or offenders.

CPOMS

Any serious incidents of negative behaviour or persistent low level negative behaviour is recorded on CPOMS so that we can identify trends and be able to support that child.

Code of Conduct

All parents are issued with a Home/School Agreement and Code of Conduct when their child first starts school. This Code of Conduct gives information about:

- Arrival and departure
- Attendance and punctuality
- Expected behaviour of pupils and adults
- Use of PE apparatus
- Lunchtimes and playtimes
- Supporting good behaviour
- Management of unacceptable behaviour

Parents are invited to read the Code of Conduct and the school aims before signing the Home School Agreement.