



Behaviour Management Policy

Falconbrook School

(February 2017)

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At Falconbrook Primary School we are clear about the high standards of learning and social behaviour we expect from all of our children.

We support all children to meet these high expectations.

Below is the **Falconbrook Code of Conduct** which outlines our expectations. This Code of Conduct was created collaboratively with the staff and the children.

Our Code of Conduct

- We treat everybody with equal respect.
- We use good manners.
- We are kind and helpful to everyone.
- We treat people's belongings and school equipment with care and respect.
- We work hard in all of our lessons, and always try to do our very best in all of our work.
- We take responsibility for our own behaviour. If things go wrong, we understand that it is our responsibility to make things right again....even when this is hard to do!

The **Code of Conduct** is displayed in all classrooms and around the school.

Individual classes also have their own **Classroom Rules**. These are linked to the **Code of Conduct** and are created collaboratively by the teachers with their children.

Encouraging good behaviour.

At Falconbrook School we encourage good behaviour in the following ways. (NOTE: this list is not exhaustive, but gives an insight into the strategies and ethos we promote at FB):

- ❖ Having clear shared expectations for good learning & social behaviour (**Code of Conduct & Classroom Rules**)
- ❖ Being **consistent** in our expectations of good learning and social behaviour
- ❖ Fostering warm relationships with children, and letting them know they are cared for.
- ❖ Making sure children are aware of their successes and achievements & celebrating these in lessons and at **achievement assemblies**
- ❖ Modelling respectful behaviour. (Including good listening).
- ❖ Promoting mutual respect (between **child & child**; and **adult & child**; and **adult & adult**)
- ❖ Encouraging children to take responsibility for their own behaviour
- ❖ Providing additional pastoral support as appropriate.
- ❖ Taking the time to listen to children & help them with any social problems, outside of teaching time (1:1 discussions / small group discussions to support children to problem solve or deal with minor social problems they may be encountering)
- ❖ Building effective partnership with the parents and carers of children in your class (or classes).

Managing inappropriate behaviour:

Sometimes children behave in an inappropriate manner, and this needs to be addressed. At Falconbrook School behaviour is managed by adults in the following ways (**NOTE:** this list is not exhaustive, but gives an insight into the strategies and ethos we promote at FB):

- ❖ Fostering warm relationships with children in your care
- ❖ Modelling respectful and appropriate behaviour
- ❖ Establishing expectations for classroom behaviour (Classroom Rules) and **regularly referring & reviewing** these with the children
- ❖ Discussing **whole school** behaviour expectations, including playground behaviour & **reminding children of these regularly (Code of Conduct)**
- ❖ Keeping behaviour expectations clear & consistent and fair.
- ❖ Always remaining calm and objective, when dealing with behaviour issues.
- ❖ Anticipating (poor) behaviour and try to prevent it from occurring.
- ❖ Making the distinction between the child and the behaviour: 'I like you, but I do not like the way you have **behaved**' – 'That was a silly thing to do' and NOT 'you are silly'.
- ❖ Finding time to **listen** to the child and giving them the opportunity to explain what happened, or what triggered the bad behaviour (discuss with child outside of teaching time).
- ❖ Once a reason for the bad behaviour has been identified the adult involved will need to support the child to either rectify the poor behaviour (apologise / make amends) and / or follow-up with other parties involved (i.e. did another child provoke the poor behaviour? Do they need to discuss this with an adult too? How will they rectify the poor behaviour & make amends?)
- ❖ Conversations with the child who has behaved inappropriately should include a discussion around **the consequences** of their poor behaviour. This will support the child in understanding that poor behaviour has a consequence and that they can take control of this and make changes. i.e. **"When you swore at Jason that made him feel angry, and as a result he didn't want to include you in the game. This meant you felt left out and unhappy. What could you have done differently?"**
- ❖ Conversations with the child who has behaved inappropriately should also include a discussion about **responsibility**. This will support the child in understanding that they are responsible for their own behaviour and that they can take control of this and make changes. i.e. **"When you swore at Jason that made him feel angry, and as a result he didn't want to include you in the game. This meant you felt left out and unhappy. Who is responsible for those feelings? Who made that happen? How could you make sure that you don't feel left out again?"**
- ❖ **Never have a conversation with a child about their poor behaviour in public.** This will humiliate the child and prevent them from being able to reflect on their poor behaviour in a constructive manner. Remove the child from the situation and / or arrange a suitable time to discuss the behaviour. **This should not be during learning time, unless there is an immediate safety concern.**

Minor, more serious and major incidents.

At Falconbrook School we manage incidents of poor behaviour according to the severity of the situation.

- ❖ **Minor incidents** may be managed by the adult who witnesses them. Minor incidents become more serious through repetition.
- ❖ **More serious** incidents may be managed by the class teacher.
- ❖ **Major incidents** should always be referred on to Head Teacher, the Deputy Head Teacher, Snr Assistant Head or Assistant Head. However, the HT & DHT should also be kept informed of any serious behavioural incidents or concerns.

The following is a guide:

<u>Minor</u>	<u>More Serious</u>	<u>Major</u>
<ul style="list-style-type: none"> ➤ Teasing ➤ Pushing in ➤ Interrupting the teacher ➤ Attention seeking ➤ Clowning around ➤ Spoiling games ➤ Avoiding work ➤ Time wasting ➤ Being noisy ➤ Running inside ➤ Arguing ➤ Swearing (accidentally) ➤ Cheekiness ➤ Wearing jewellery ➤ Carrying unauthorised items, such as sweets or toys ➤ Writing silly messages to peer ➤ Eating sweets 	<ul style="list-style-type: none"> ➤ Repeated minor incidents ➤ Interfering with pupils work ➤ Arguing back ➤ Rudeness ➤ Name calling ➤ Cussing ➤ Telling lies ➤ Graffiti ➤ Spitting (deliberately) ➤ Refusal to follow instructions ➤ Swearing (with intent) ➤ Leaving the room without permission ➤ Not doing homework on time (upper KS2) ➤ Play fighting 	<ul style="list-style-type: none"> ➤ Repeated serious incidents ➤ Extortion (getting money from peers) ➤ Vandalism / damaging school equipment deliberately ➤ Fighting ➤ Vicious kicking ➤ Throwing dangerous objects ➤ Swearing at staff ➤ Verbal abuse of staff ➤ Physical abuse of staff ➤ Persistent lying ➤ Stealing ➤ Bullying ➤ Racist incidents ➤ Bringing dangerous items into school

Dealing with minor, more serious and major incidents at Falconbrook

Minor incidents:

These are dealt with by the adult (s) present at the time. They should:

- ❖ **Discuss the incident with the child or children involved**, and ask them to stop the poor behaviour and explain what they are expected to do (i.e. remind them what 'good' behaviour, relevant to the situation, looks like)
- ❖ **Encourage the child or children to resolve the differences themselves** and insist that they take responsibility for their behaviour (ref: managing inappropriate behaviour guidance above)
- ❖ **Apply sanctions, as necessary and appropriate** (i.e. missing part or all of playtime, moving away from peers.) These sanctions should be overseen by the adult who puts them in place.
- ❖ If the class teacher is not involved in the above the adults involved should inform the class teacher as soon as possible.
- ❖ If the incident occurs at lunchtime the MDMS dealing with the situation may decide to award an **Oh No! red certificate**. This should be shared with the class teacher at the end of playtime (See Also MDMS certificates)

More serious incidents:

These are dealt with by the class teacher; however the class teacher should ask for support and guidance from the Deputy Head Teacher, Snr Assistant Head or Assistant Head as needed. Actions taken may include:

- ❖ **Use of appropriate sanctions**, such as missing playtime or exclusion from a class treats, such as an extra story time, or a whole class game. (Always discuss with HT or DHT in **advance** of excluding from **significant whole class treat**, such as a party or trip).
- ❖ Organise for the child to spend time in another class (see Internal Exclusion). (Discuss with HT or DHT or Asst Heads **in advance** of sending child to another class)
- ❖ In an **emergency** (*i.e. child needs to be removed from a situation*) a child may be sent to another class or a **Quiet Work** room without the HT or DHT or Asst Head being informed in advance. HT or DHT should be informed this has taken place as soon as possible & **on same day**.
- ❖ Complete a **Behaviour Concern Form** (on shared docs) and share with DHT / Snr Asst Head / SENCo as soon as this is possible.
- ❖ Strategies to support the child to improve / change the behaviour will then be discussed and agreed. These will be shared with the parent by the class teacher, and a member of SLT. A follow-up / monitoring meeting should also be booked with the parent at this time.
- ❖ A Behaviour Communication Support Plan may be organised and implemented.

Major Incidents:

These should be passed on to Head Teacher or Deputy Head Teacher or Snr Assistant Head / SENCo immediately, who will decide upon appropriate further action.

If there is an **immediate concern** about the safety or well-being of any children this must be communicated to a member of the SLT who will then provide support. If there is no immediate concern about the safety or wellbeing of any children involved then the detail of the incident may be shared with HT, DHT, and Snr Asst Head outside of learning or playtime.

- ❖ A serious **Incident Form** should be completed and given to the relevant member of SLT.
- ❖ Next steps will be discussed and agreed. This may be an internal exclusion; fixed term exclusion (See Exclusions). Decisions will be based on the circumstances surrounding the incident.
- ❖ Strategies to support the child to improve / change the behaviour will then be discussed and agreed. These will be shared with the parent by the class teacher, and a member of SLT. A follow-up / monitoring meeting should also be booked with the parent at this time.
- ❖ A **Behaviour Communication Support Plan** may be organised and implemented.
- ❖ Parents will be informed and invited to discuss the **Behaviour Communication Support Plan** with the class teacher and member of SLT (as appropriate).

Missing Morning Playtime – sanction for inappropriate behaviour.

Children may have to miss their playtime as a sanction for more serious or major behaviour issues (ref: guide on minor, more serious & major behaviours).

As a general rule children should not miss their playtime for **minor** behaviour incidents.

If the class teacher decides a child should miss their (morning / short) playtime they are responsible for monitoring these arrangements. The arrangements should include the following:

- The **teacher** making these arrangements should make sure that the child (or children) is not left unaccompanied in the classroom **at any time**.
- If TA is not able to monitor child staying in while teacher takes the whole class down to playground, the teacher may bring the children (staying in) down to playground with whole class, and then take them back up to classroom again to miss their playtime.
- **...or...** arrange for TA to stay in classroom with child (ren) until they return.
- Children missing their playtime should be either making amends for something they have done wrong or catching up on work they didn't do (properly) in their lesson.
- **Making amends:** This could include completing a **Sorting it Out Sheet** (copy included in this policy) and / or writing a letter of apology. Once a letter of apology has been written the child should be accompanied by an adult (at a convenient time) to **read their letter aloud** to the recipient. Accompanying adult should support child to make a sincere apology and encourage both parties to shake hands, once the apology has been accepted.

Missing Lunchtime Play – sanction for inappropriate behaviour.

If a child's behaviour is considered to have been sufficiently inappropriate that they should miss **lunchtime play** the **Head Teacher** or **Deputy Head Teacher** **must be informed before arrangements are made.**

Arrangements for the child who is missing **lunchtime play** must then be made in liaison with HT or DHT.

General Procedure (this may be adapted according to situation and children involved)

HT (or DHT) will arrange to meet with class teacher & child to discuss what has happened at the earliest possible time. The purpose of this conversation is to:

- Give child a chance to explain their side of the story
- Support the child to take responsibility for their own behaviour
- Make a plan with the child & teacher about how child will make amends for what has happened or how they will 'fix it'. This may begin with completing a '**Sorting it Out Sheet**' (*copy in this policy*), an apology letter, a further meeting or another arrangement (depending on situation).....
- Agree how parents will be informed.
- Agree what else child may need to do to evidence the sincerity of their apology.

Children who are missing their lunchtime play must eat their lunch at the first sitting (KS1 at 12pm & KS2 at 12:30pm) before going to HT's office. **Class teachers need to ensure that happens (or PPA / cover)**

HT or DHT will then oversee children who are missing lunchtime play (outside HT's office) and make sure they return to class in the afternoon.

Support & Guidance for staff with managing behaviour:

- ❖ Guidance in this policy (ref: guidance in following sections of policy: **Encouraging Good Behaviour**; *Managing Inappropriate Behaviour*, and section on **How to Deal with Minor / More Serious and Major Incidents**).
- ❖ Training provided for all staff in management of behaviour across the school year.
- ❖ Coaching and support available for HT, DHT and Snr Asst Head/ SENCo as needed and external specialists
- ❖ If any member of staff would like to talk about the management of behaviours at Falconbrook School please arrange a time to meet with HT, DHT or Snr Asst Head / SENCo. Support is always available.

Sorting It Out sheet

(Photocopiable copy on next page)

If a child is missing their playtime it may be useful for them to reflect on their behaviour and the position they find themselves in by using the **Sorting It Out** sheet to record their thoughts & to support the follow-up discussion with the teacher who is managing the situation..

This is not appropriate for use in KS1 – where children will need to be given the opportunity to **talk to an adult** about their behaviour and any problems. However, the Sorting It Out sheet could be used as a guide & to provide a structure to this conversation.

If an adult asks a child to complete a **Sorting it Out** sheet, they should follow-up by responding to & dealing with what the child has written, as appropriate.

Class teachers should keep copies of any completed **Sorting It Out** sheets, and refer to them should a similar incident occur again with the child. This can facilitate discussions.

Sorting It Out sheets completed by children in discussion with HT or DHT are kept by DHT or HT. Class teachers are welcome to come & see these sheets as needed.

Sorting It Out

Name: _____ Class : _____ Date: _____

What happened? Why am I missing my playtime?

What did I do that was wrong?

Who else was involved? What did they do?

What can I do now to fix it?

Achievement Certificates.

Certificates of Achievement are awarded to children at our weekly **Achievement Assembly**.

Each class is able to award a maximum of 2 certificates per week. One may be for the whole class.

Certificates may be awarded for learning achievements in any subject area and / or for learning and social behaviour achievements. Certificates may also be awarded to acknowledge exemplary behaviour and to identify 'role models'.

Achievement Certificates pro-forma can be found on shared docs.

Completed certificates should be decorated and laminated to make them attractive and special!

Teachers must keep a register of who has received achievement certificates across the terms. These needs to be recorded in **Class Mark and Record Books**.

Each child should receive **at least** one certificate each year.

Children take home their individual certificates.

MDMS & support staff Playground Behaviour certificates

Well Done (green) and **Oh No!** (red) certificates are awarded to children by members of the support staff team.

Well Done! Certificates are awarded to children who are noticed by an adult for having excellent playtime behaviour. This may include helping other children in the playground, being polite or kind, playing kindly or walking away from a tricky situation.

Oh No! Certificates are given to children who have been noticed by an adult for having poor playtime behaviour. This may include using unacceptable language, not following instructions from an adult or being disrespectful, not treating playtime equipment sensibly, or being unkind to, or hurting another child.

At the end of lunchtimes class teachers are told which children in their class have been given **Well Done!** or **Oh No!** certificates. This information is also shared with parents at the end of the day.

Playground Rewards.

During **Achievement Assembly** all children who have been awarded a **Well Done!** certificate that week are congratulated by the whole school. The classes in KS1 and KS2 who have earned the most **Well Done!** certificates that week are rewarded with an additional football / dodge ball or other group game session during Friday lunchtime.

Exclusions at Falconbrook School.

Internal exclusions: This involves a child being removed from their own classroom and working in another classroom or in one of the **Quiet Work Rooms**.

A child may be internally excluded if their classroom behaviour persistently disrupts the learning of other children in their own class.

If a child's behaviour warrants them being internally excluded the class teacher will make necessary arrangements with a member of SLT. Sometimes internal exclusions may continue over a few days.

The Head Teacher is always informed of any Internal Exclusion arrangements.

Parents are told if their child has been internally excluded and why.

External or Fixed Term Exclusions: This involves a child being excluded from school for a period of time. External or Fixed Term exclusions are arranged if a child's behaviour is deemed to be dangerous to themselves and / or to others.

Abusive, dangerous or violent behaviour will result in an external exclusion.

The Head Teacher makes the decisions to exclude a pupil, or in her absence the Deputy Head.

If a child is excluded from school parents will be asked to attend a meeting so that the circumstances surrounding the decision to exclude can be discussed. This is then followed up with a formal letter. External or Fixed term exclusions are recorded on a child's school file.

Permanent Exclusions: This means that the child is permanently excluded from Falconbrook School. Permanent exclusions are a last resort and only used in extreme circumstances.

Teaching Standards relevant to this policy:

Main Scale Teacher Standards:

Part One:

A teacher must.....

- 1. Set high expectations which inspire, motivate and challenge pupils:**
 - Demonstrate consistently the positive attitudes, values and behaviour what are expected of pupils.

- 7. Manage behaviour effectively to ensure a good and safe learning environment.**
 - Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
 - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using range, sanctions and rewards consistently and fairly (in line with school policy)
 - Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
 - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Upper Pay Scale Teacher Standards (UPS/ post-threshold):

- *Include all above **PLUS***

(Standard P2) have an extensive knowledge and understanding of how to use and adapt a range ofbehaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.



FALCONBROOK PRIMARY SCHOOL
BEHAVIOUR COMMUNICATION SUPPORT PLAN

Pupil Name		Year		Class Teacher	
Date Of Plan			Date To Be Reviewed		
SEND Needs					

What is happening/where/when	When (INSERT PUPIL NAME) does this.....	We think it means....	And we should....



FALCONBROOK PRIMARY SCHOOL
BEHAVIOUR CONCERN REPORT



Date:

Time:

Name of pupil:

Name of witnesses:

Restraint necessary? Yes / No If yes, state type of restraint used:

Where did the incident occur? Classroom / Corridor / Playground / Hall/ Other:

We are specifically monitoring these items at the moment, all or none may be ticked.

assault against pupil	
assault against staff	
damage to property	
unacceptable language	
sexualised behaviour	
refusing to do work	
walking away	

Action taken:

Signed:

Name:

Date:



FALCONBROOK PRIMARY SCHOOL
BEHAVIOUR INCIDENT REPORT



Date		Time	
Name of pupil		Lead person	
Location		Restraint Yes/No (please state type)	
Staff involved		Duration of hold	
Name of witnesses		BSP followed?	

We are specifically monitoring these items at the moment, all or none may be ticked.

	assault against pupil		assault against staff		damage to property		unacceptable language
	sexualised behaviour		Refusing to do work		walking away		

De-escalation Techniques Utilised:

LEVEL 1		LEVEL 2		LEVEL 3	
<input type="checkbox"/>	Early Intervention	<input type="checkbox"/>	State desired behaviours	<input type="checkbox"/>	Make the environment safer
<input type="checkbox"/>	Communicate- 'talk and I'll listen'	<input type="checkbox"/>	Set clear limits	<input type="checkbox"/>	Ensure face, voice, posture are supportive
<input type="checkbox"/>	CALM body language	<input type="checkbox"/>	Offer alternatives and options	<input type="checkbox"/>	Use Help protocol to save face by changing face
<input type="checkbox"/>	Talk low, slow quietly	<input type="checkbox"/>	Offer clear choices		
<input type="checkbox"/>	Offer reassurance	<input type="checkbox"/>	Give a get out with dignity		
<input type="checkbox"/>	Divert and distract	<input type="checkbox"/>	Consider making the environment safer		
<input type="checkbox"/>	Offer time and space away	<input type="checkbox"/>			
<input type="checkbox"/>	Proximity	<input type="checkbox"/>			
<input type="checkbox"/>	Caring gesture	<input type="checkbox"/>			

Description of incident:

Signed lead person:

Name:

Date:



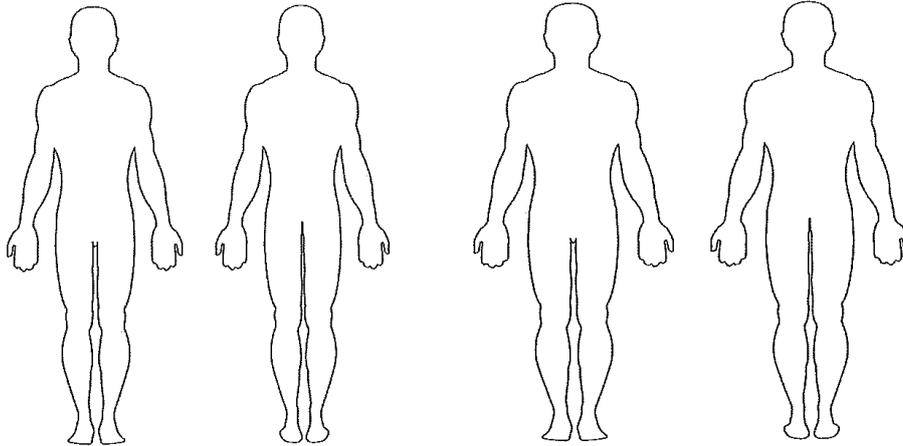
FALCONBROOK PRIMARY SCHOOL
BEHAVIOUR INCIDENT REPORT



Initial de-brief (details of any injuries sustained, whether the pupils BSP was followed and whether strategies and restraint was carried out in line with Team Teach training). Please mark on the diagrams where the pupil and staff may have sustained an injury and state how this happened.

PUPIL

STAFF



Signed lead person		Signed SMT	
Name		Name	
Date		Date	



FALCONBROOK PRIMARY SCHOOL
BEHAVIOUR INCIDENT REPORT



Final debrief
Using the stress model of crisis please discuss the incident with a member of the senior leadership team

Signed staff member		Signed SMT	
Name		Name	
Date		Date	