

**"Enabling every child to achieve their best"**

# **Behaviour Policy**



**FULLWOOD PRIMARY SCHOOL**  
**BEHAVIOUR POLICY**



**1 Aims and Expectations**

- 1.1 The primary aim of Fullwood Primary School is that every member of the school community feels valued and respected 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. We are clear in the expectation that all staff will at all times maintain a duty of care and promote the best interests of children. Fullwood Primary School aims to promote an environment where everyone feels happy, safe and secure. Please refer to the Equalities Policy.
- 1.2 At Fullwood Primary School, we uphold our duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; we ensure that staff are aware of their duty to prevent children from the risk of radicalisation.
- 1.3 The school has a number of rules, although this policy is not about 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. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.4 The school expects every member of the school community to behave in a considerate way towards others.
- 1.5 We treat all children fairly and apply this Behaviour Management Policy in a consistent way.
- 1.6 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.
- 1.7 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 deter anti-social behaviour.
- 1.8 All children have a right to learn and all teachers have a right to teach. We recognise that the quality of teaching, assessment and monitoring are essential ingredients in producing high standards of behaviour.

**2 Expectations of Staff**

- 2.1 Staff model high standards of behaviour and are positive role models for our students.
- 2.2 All staff are expected to follow the hierarchy of rewards and sanctions.
- 2.3 Display the harmony and safety rules and 'Good to be Green' displays and refer to them.
- 2.4 Make children aware of appropriate behaviour in all situations. Focus on good behaviour and positive reinforcement at all times - *catch the positives*.
- 2.5 Use adherence to the harmony and safety rules and 'Good to be Green' displays as a measure of good behaviour.

- 2.6 Be aware of all children's behaviour in class and around the school, dealing with every incident appropriately and giving mutual support to colleagues.
- 2.7 Deal with problems calmly. Create a calm working atmosphere in the classroom with well-established routines and work appropriate to match the abilities of the children. Be punctual in collecting classes at the end of playtimes. Escort the children round the school, ensuring all children are monitored - stop the children at regular intervals walking to the middle and back of the line. Never leave children unattended.
- 2.8 Be as consistent and fair as possible in the use of rewards and sanctions.
- 2.9 Work in partnership with parents and inform them as soon as possible about what has occurred and how it was dealt with.
- 2.10 To have a rigorous record keeping system for recording incidents and tracking behaviour.
- 2.11 Work closely with other staff and outside agencies, implementing advice and strategies for dealing with a child with challenging behaviour.

### **3 Procedures (See appendix A- recording and reporting forms)**

#### **4 Equal Opportunities**

- 4.1 Fullwood Primary School is committed to equal opportunities to provide equality for all staff and pupils regardless of colour, race, ethnic origin, gender, ability and special needs. We aim to encourage everyone to appreciate that discrimination hurts and that action will be taken to avoid its reoccurrence. Please refer to the Equalities Policy

#### **5 Fixed-term and permanent exclusions**

- 5.1 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 statutory guidance: Exclusions from maintained schools, academies and pupil referral units in England (DFE 2017, last updated 29th June 2021).
- 5.2 Only the Executive Headteacher (or the Head of School in their absence and should be read as such in other points in this policy) has the power to exclude a child from school. The Executive Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Executive Headteacher may exclude a child permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 5.3 If the Executive Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 5.4 The Executive Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 5.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the Executive Headteacher.
- 5.6 The governing body has a pupil discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 5.7 When an appeals panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 5.8 If the governors' appeals panel decides that a child should be reinstated, the Executive Headteacher must comply with this ruling.
- 5.9 Where a pupil is at risk of permanent exclusion or repeat exclusions, the pupil may be referred for therapeutic support, to a behaviour centre such as The CUBE, located at the

Cranbrook Primary School in Ilford. In extreme cases, where this support is not successful, the child will be referred to New Rush Hall, a specialist school for pupils with SEMH difficulties. (Appendix B- The Cube Referral form)

## **6.0 Positive Handling Plans**

- 6.1 Reasonable force may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury.
- 6.2 The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. Relevant staff should have regular Team Teach training and should be familiar with de-escalation strategies and knowledge of how to hold a child in a way which minimises the risk of harm to the child and themselves.
- 6.3 The school can use reasonable force to:
- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
  - Prevent a child behaving in a way that disrupts a school event or a trip or a visit.
  - Prevent a child leaving the classroom where allowing the child to leave would risk their safety or leads to behaviour that disrupts the behaviour of others.
  - Prevent a child from attacking a member of staff or another child, or to stop a fight on the playground.

## **7.0 Searching children suspected of having Prohibited items**

- 7.1 If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand it over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc, if they are not willing to hand over the items. Should they refuse the Executive Headteacher reserves the right to search their bag without consent, an additional adult should always be present.
- 7.2 If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items then the police should be called.

## **8.0 Punishing poor behaviour- what the law says (January 2016)**

- 8.1 The law states that teachers can discipline children whose conduct falls below the standard which could be reasonably expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- 8.2 To be lawful, the decision to punish a child must be made by a paid member of school staff or a member of staff authorised by the Executive Headteacher.
- 8.3 The decision to punish a child and how, must be made on the school premises.
- 8.4 It must not breach any other legislation such as disability, SEN, race and equalities.
- 8.5 A punishment must be proportionate and take account of the child's age, any disability or religious requirement.
- 8.6 Corporal punishment is illegal in all circumstances.
- 8.7 Continuing disruptive behaviour might be as a result of unmet educational or other needs, if this is the case consult the safeguarding policy and consult with outside agencies.

## **9.0 Rewarding good behaviour.**

- 9.1 How do we encourage good behaviour at Fullwood Primary School?
- 9.2 By praising and encouraging achievement and behaviour in all areas of school life
- 9.3 By sharing and celebrating achievement with other members of the school community and parents
- 9.4 By being polite and encouraging the children to do likewise
- 9.5 By being aware of the example we set in our interaction within the school community
- 9.6 By valuing the individual gifts and talents that every member of the school community has to offer
- 9.7 By having high expectations with regard to behaviour, by making these clear to all members of the school community
- 9.8 By having simple rules and expecting children to keep them
- 9.9 Classes can collectively earn house points if they work together in an agreed manner

## **10.0 Staff Development**

- 10.1 Good practice will be recognised and mutual support encouraged. Staff will be expected to undertake CPD in behaviour management, either individually or as part of whole school training. Lesson observations will be used to identify areas for development or highlight areas of expertise that can be shared amongst colleagues.

## **11.0 Managing transitions**

### **11.1** Break time and Lunchtime will be managed accordingly:

- Consistent supervision of all areas by adults on duty.
- Providing a safe, secure, stimulating play environment.
- Approachable and understanding adults to deal with problems.
- Adults diffuse difficult situations by displaying fairness, patience and consistency to everyone.
- Deal with inappropriate behaviour, discuss and enforce sanctions.
- It is generally expected that adults on duty will deal with problems in the playground and not leave it to the class teachers
- Talk with children and help them understand the consequences of their actions.

### **The following sanctions may be used if it is felt a talk is not sufficient:**

- Child to walk round the playground with an adult beside them.
- Child to be diverted to a designated place to provide an opportunity to calm down.
- For serious incidents e.g. a deliberate physical act such as a fight or an individual assault on another child/adult the child to be sent to the Head of School's office and the incident dealt with immediately by a member of SLT.
- For serious incidents, follow the hierarchy listed; it is the responsibility of the member of staff who initially dealt with the incident, to inform the class teacher and refer it to the phase leader (a member of the Senior Leadership Team).

## **12.0 The Hierarchy of consequences and sanctions**

- The child must be redirected and reminded of the rule
- Give the child 1<sup>st</sup> warning and the choice of following the rules or facing the consequences
- After 2 warnings the child loses playtime or the first 15 minutes of the lunch break.
- The 3<sup>rd</sup> warning in the day results in the child being given a time out with the phase leader in the partner phase group (Junior school linked with a class in the Infant school and vice versa). A letter is then sent / emailed home informing the parent that the child had received a timeout.

- Non-cooperation in removal or in the time out class results in a member of SLT being called to deal with the situation.

### **13.0 During Assembly**

- Class teachers walk their classes to assembly and make sure they are seated.
- Class teachers remain with their classes and make sure they are quiet before assembly starts.
- Appropriate music is played when the children come into the assembly and they are expected to listen to it quietly.
- Children who behave inappropriately are asked to stand up or move places.
- There is a teacher presence during every assembly to monitor behaviour.
- Teachers see children out from the assembly class by class in a quiet and orderly manner. Classes sitting quietly go out first, or in year group order.
- Teachers may wish to award house points for sensible behaviour during assembly.

### **14.0 Time Out Form**

These are to be used for serious or continuous breaches of the behaviour code. If a child's misbehaviour is dealt with by using the time out procedure, the Time Out form must be sent to the receiving teacher who then posts the form into the 'Used Time Out' wallet in the Staff room. A letter is then sent home by post informing the parent that their child was issued with a time out and the reason for this.

A teacher may omit to follow the hierarchy depending on the severity of the offence. In that case the teacher may move directly into time out mode. E.g. violent behaviour, swearing in class or non-co-operation and explicit bullying.

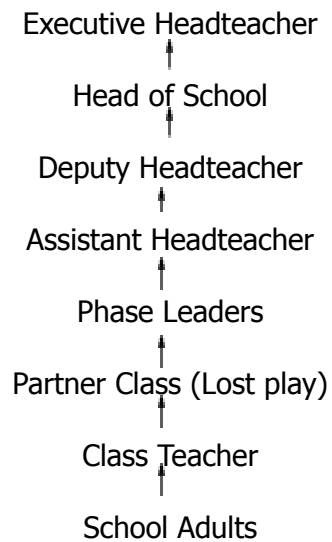
All warnings given are recorded on a behaviour tracking sheet (saved on G-suite) and all timeout forms are stored centrally

The Deputy Headteacher will monitor these on a weekly basis.

When a child receives 3 or more timeouts in any given term, the parents are invited by the Deputy Headteacher to discuss the child's behaviour and strategies to improve the situation.

If the incorrect behaviour is not rectified or in the event of physical or verbal abuse to any school adult by the pupil or where the child is a danger to him/herself or other pupils, the Executive Headteacher or Head of School may issue the child with an exclusion from school, and an invitation to discuss the issue may be given to the parents.

## 15.0 Hierarchy during teaching time



## 16.0 Lunchtime Behaviour

The staff working at lunchtime also implement the five Harmony and Safety during lunchtime. Breach of the rules will be assessed and must be brought to the attention of the SLT/ULT member on duty.

The SLT/ULT member on duty decides on the legitimacy of the offence, will discuss the inappropriate behaviour with the child/children concerned and record this in the behaviour tracking file, under the child's name.

The SLT/ULT member on duty will decide upon a suitable sanction for the behaviour brought to their attention.

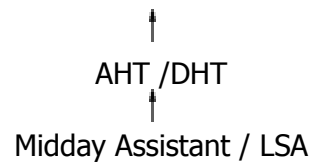
In the hall children are expected to line up for their lunch without talking and sit and eat quietly.

Further offences will result in parents being contacted with a view to discussing the behaviour and the sanctions imposed and a request for these to be discussed with their child. If further inappropriate behaviours continue the child could be excluded from school dinners for a period of time.

If lunchtime behaviour continues to be inappropriate after the exclusion, the Executive Headteacher may exclude the child indefinitely from school dinners.

## 17.0 Hierarchy for Lunchtime behaviour

Head of School (Class teacher informed appropriately)



*Completed September 2022. To be reviewed September 2024*



## **Appendix A.1**

### **FULLWOOD PRIMARY SCHOOL**

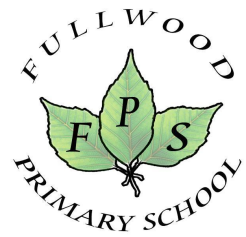
#### **The School's Five Harmony and Safety Rules**

- We listen to adults at school and do what they say.
- We take care of our own and others' property.
- We speak politely and respectfully to everyone at school.
- We are in the right place at the right time with the right equipment.
- We keep our hands, feet and objects to ourselves.

**Appendix A.2**

**FULLWOOD PRIMARY SCHOOL**

**BEHAVIOUR TRACKING SHEET**

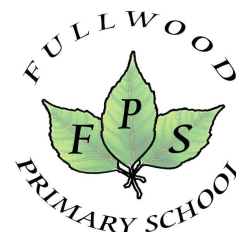


CLASS : \_\_\_\_\_

Week beginning: \_\_\_\_\_

DATE	NAME OF PUPIL	COMMENT/REASON	1	LOST PLAY 2	TIME OUT 3	DEPUTY/ ASSISTANT HEAD

**Appendix A.3**



**FULLWOOD PRIMARY SCHOOL**

**TIMEOUT SHEET**

.....(Receiving Teacher)

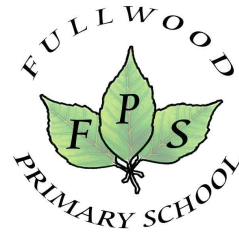
.....class..... has been sent to you because he/she has neglected to follow the Harmony and Safety rules of the school.

This will be for a period of .....minutes (If more than 10 mins, work must be sent with the child).

REASON.....  
.....

\_\_\_\_\_  
SIGNATURE OF FORWARDING TEACHER

Date:\_\_\_\_\_



## Appendix A.4

Date: \_\_\_\_\_

Dear Parent/Guardian of \_\_\_\_\_

Class \_\_\_\_\_ .

Please be informed that your child/ward has had to have a TIME OUT from his/her class today for \_\_\_\_\_ minutes due to inappropriate behaviour in class.

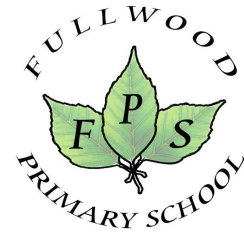
Kindly have a word with your child/ward about the correct way he/she should be behaving in school.

Yours sincerely,

\_\_\_\_\_  
(Signature of Teacher)

\_\_\_\_\_  
(Name of Teacher)

## Appendix A.5



Date: \_\_\_\_\_

Dear Parent/Guardian of \_\_\_\_\_

Class \_\_\_\_\_ .

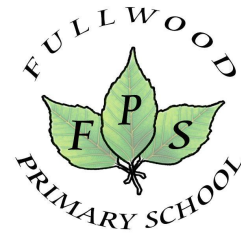
Please be informed that your child/ward has been behaving inappropriately at school during lunchtimes and has been given two warnings already about this. If the inappropriate behaviour continues, he/she will have to be HOME DINNERS for a fixed period.

I am sure that a situation like that would cause an inconvenience for you.  
Kindly have a word with your child/ward about the correct way he/she should be behaving in school.

Yours sincerely

\_\_\_\_\_  
Danvir Visvanathan  
(Executive Headteacher)

## Appendix A.6



Dear Parent/Guardian

### **RE: BEHAVIOUR MANAGEMENT**

I write to inform you of our procedures that are followed at Fullwood Primary school to deal with disruptive, inappropriate behaviour.

Staff together with the children have devised the following school rules which children are expected to adhere to at all times when at school.

- We listen to adults at school and do what they say.
- We take care of our own and others' property.
- We speak politely and respectfully to everyone at school.
- We are in the right place at the right time with the right equipment.
- We keep our hands, feet and objects to ourselves.

Breach of these rules results in the following:-

#### During teaching time:

Three warnings may be given to a child, and if he/she chooses to continue to behave disruptively or inappropriately, the child will be removed from class and sent to another year group for a specified time.

A letter will be sent home informing parents/guardians when this occurs.

#### During lunch/play time:

After two recorded warnings of inappropriate lunch time behaviour, a letter will be sent home informing parents/guardians of the unacceptable behaviour. Failure to comply with the rules on a third occasion will result in the child having to go **HOME DINNERS** for a specified period.

I trust that you will help the school in ensuring that these procedures are followed in order to ensure that effective teaching and learning can take place.

Yours sincerely,

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Danvir Visvanathan  
(Executive Headteacher)

**Appendix B- The Cube Referral form**

**REFERRAL TO THE REDBRIDGE PRIMARY  
BEHAVIOUR PANEL (RPBP)**

**For use from June 2016**

**School details**

<b><u>Referring School</u></b>	<b><u>Fullwood Primary School</u></b>
<b><u>Contact name</u></b>	
<b><u>Telephone Number</u></b>	
<b><u>Email address</u></b>	

**Pupil Details**

<b><u>Name:</u></b>						
<b><u>Sex (M/F):</u></b>	<b><u>Male:</u></b> Please tick		<b><u>Female:</u></b> Please tick			
<b><u>Date of Birth:</u></b>						
<b><u>Year Group:</u></b>						
<b><u>UPN Number:</u></b>						
<b><u>Address:</u></b>						
<b><u>Postcode:</u></b>						
<b><u>Is the pupil entitled to Pupil Premium</u></b>	<b>Y</b>	<b>N</b>	<b><u>Is the pupil entitled to Free School Meals</u></b>	<b>Y</b>	<b>N</b>	
<b><u>Health needs</u></b>	<b>Y</b>	<b>N</b>	<b><u>Care plan</u></b>	<b>Y</b>	<b>N</b>	
<b><u>Pupils overall attendance percentage this academic year</u></b>		<b><u>Pupils number of lates this academic year</u></b>		<b><u>Does the pupil have a designated LSA</u></b>	<b>Y</b>	<b>N</b>

<b>Parent/Carer Details</b>	
<b>Parent/ Carer name (1):</b>	
<b>Parent/ Carer name (2):</b>	
<b>Contact telephone number</b>	
<b>Emergency telephone number</b>	
<b>Family details including child's numerical position in family:</b>	

<b>Any relevant family circumstances:</b>	
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<b>Social care Involvement</b>			
<b>Is the pupil a child looked after? CLA</b>	Please tick <b>Yes:</b>		Please tick <b>No:</b>
<b>Is the pupil subject to a child protection plan?</b>	<b>Yes:</b>		<b>No:</b>
<b>Is the pupil a child in need?</b>	<b>Yes:</b>		<b>No:</b>

<b>Ethnicity</b>	
<input type="checkbox"/> White British	<input type="checkbox"/> Black Caribbean
<input type="checkbox"/> White & Black Caribbean	<input type="checkbox"/> Indian
<input type="checkbox"/> White Irish	<input type="checkbox"/> Black African
<input type="checkbox"/> White & Black African	<input type="checkbox"/> Pakistani
<input type="checkbox"/> Traveller of Irish Heritage	<input type="checkbox"/> Any other
<input type="checkbox"/> White & Asian	<input type="checkbox"/> Bangladeshi
	<input type="checkbox"/> Black background
<input type="checkbox"/> Gypsy/Roma	<input type="checkbox"/> Any other White
<input type="checkbox"/> Any other Mixed	<input type="checkbox"/> Any other Asian
	<input type="checkbox"/> background
<input type="checkbox"/> Any other ethnic group	<input type="checkbox"/> Information not yet obtained
<input type="checkbox"/> Refused	<input type="checkbox"/> Chinese

<b>Special educational needs</b>			
<b>SEN Support</b>	<b>Yes:</b> Please tick		<b>No:</b> Please tick
			<b>Documentation attached</b> Please tick



<b><u>Education Health Care Plan / Statement</u></b>	<b><u>Yes:</u></b> Please tick		<b><u>No:</u></b> Please tick	Documentation attached Please tick	
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<b><u>Fixed Term Exclusion information</u></b>	
<b><u>Reason</u></b>	<b><u>Number of 1/2 school days lost due to fixed term exclusion</u></b>

## Referral information

**Why are you referring this pupil to the Panel?** (please explain presenting behaviours)

## Interventions / strategies used to date to combat behaviours

Adjusted timetable  Involvement of SENCO

Learning mentor

Liaison with parents  Life skills programme

Nurture group

Pastoral support plan  Peer mentor support

Reflection time

School monitoring  School sanctions/rewards

Social skills group

Strategies tailored to individual need  (please specify)

Other  (please specify)

## Support

**Please give a description of the support the child receives.**

**Services working with this pupil**

	<b>Yes</b> Please tick	<b>No</b> Please tick	<b>Contact Name</b>	<b>Contact Telephone Number</b>	<b>Report attached</b> Please tick
<b>Child &amp; Adolescent Mental Health Services</b>					
<b>Education Welfare Service</b>					
<b>New Rush Hall Outreach Service / Early years</b>					
<b>Educational Psychologist</b>					
<b>Troubled Families</b>					
<b>Early Intervention &amp; Family support service</b>					
<b>Speech and Language Therapy / Health services</b>					
<b>Any others</b>					

**Academic Details**

<b>Is the child</b>	<b>Working toward the year group expectation</b> Please tick	<b>Working at the year group expectation</b> Please tick	<b>Working beyond the year group expectation</b> Please tick
<b>Maths</b>			
<b>Reading</b>			
<b>Writing</b>			

**Pupils interests / skills / talents**

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**Risk assessment**

**Risk Assessment** *(If pupil has been risk assessed please attach latest document)*

**Date of Assessment**

<b>Declaration</b>		
<b>Has the referral been discussed and agreed with parents/ carer:</b>	<b>Y</b>	<b>N</b>
<b>Signature of Headteacher:</b>		
<b>Date:</b>		
<b>Please return the completed referral form and supporting documents to Bal Matharu</b> <b>Email address: <a href="mailto:bal.matharu@redbridge.gov.uk">bal.matharu@redbridge.gov.uk</a></b>		

**N.B Please ensure all supporting documents are included**