



Freeman's Endowed Church of England

Junior Academy

Behaviour Policy

Committee Person(s) Responsible:

Senior Leadership Team

Review date: September 2023

Intent

Behaviour Policy - Our Vision

At Freeman's Endowed Church of England Junior Academy, we believe all children should have a safe and happy place to learn. To do this, we aim for all children to demonstrate positive behaviour at all times, both in and out of the classroom.

Our aim is for children to manage their own behaviour and to be responsible for their own actions. Our school is committed to creating a caring, secure and stimulating environment in which individuals feel respected, included and valued. We believe this gives individuals the opportunity to reach their full potential emotionally, socially and academically. Because we promote a climate of kindness and want the best for each and every child, we expect everyone in our school community to act as role models promoting our core values:

- **Kindness** - Joshua 2:12 - *'Show kindness to my family because I have shown kindness to you.'*
- **Love** - Mark 12:31 - *'You shall love your neighbour as you love yourself.'*
- **Forgiveness** - Ephesians 4:32 - *'Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.'*
- **Truthfulness** - Psalm 15:2 - *'Walk with integrity, be righteousness, speak with truth.'*
- **Perseverance** - Philipians 4:13 - *'I can do all things through him who strengthens me.'*
- **Acceptance** - Romans 15:7 - *'Accept one another, just as Christ has accepted you.'*

These values are promoted consistently across the school and children are taught through assemblies, themed curriculum and PSHE lessons how to demonstrate these values at different ages and in different places, in and out of school. All classrooms have the **values displayed** and they are regularly referred to as part of the children's learning. Children should always be praised for demonstrating the core values. At Freeman's Endowed Church of England Junior Academy, we strive for children to demonstrate positive behaviour as well as encouraging a high standard of attitudes to learning. These attributes are essential skills that contribute to success in school and later on in adult life. Our values guide us through daily life at Freeman's; we strive for all members of the school community to display these values at all times.

To support children to make the right choices and to learn to self-regulate their behaviour we use the saying: Stop, Think, Do. Stop Think Do aims to take the emotions out of all problem areas (behavioural, learning, social and moods) and redirect the energy into problem solving. Emotions are identified and expressed early at the STOP stage, ensuring the brain has the opportunity to THINK about options to solve the problem, and motivating and skilling the person to DO it. We encourage the children to 'Stop' what they are doing, 'Think' about the consequences of their actions and then 'Do' what they have decided is a good behaviour choice.

The school values and **Stop, Think, Do** should be used by all adults to support children to make the right behaviour choices. If a child has not shown good behaviour choices the language of the values should be used to help the child reflect on and improve their future behaviour.

We strive to create a culture and environment which inspires each individual within our school community to be the very best that they can be. The nature of the community we serve allows us to develop and nurture a truly inclusive, vibrant and exciting school. We recognise that all of our pupils may face a wide range of challenges at different times in their lives and we have a strong team of adults who work incredibly hard to break down any barriers to learning, to ensure that every pupil makes the best possible progress they can. Our vision is underpinned by our Christian ethos: 'Let us not love with words or speech but with actions and in truth.' 1 John 3:18.

Implementation

At Freeman's Endowed Church of England Junior Academy, we implement our behaviour policy through the following means:

- All staff are committed to the success of our School Values. Staff act as positive role models showing fairness and consistency in our approach to upholding high expectations of behaviour.
- Parents and children are requested, prior to entering the school, to read and sign our Home-School Agreement, which clearly outlines our behaviour expectations.
- Our School values are reinforced through daily worship, PSHE lessons and displays. Themes such as anti-bullying and anti-racism are regularly reinforced because children are expected to respect others without prejudice or discrimination
- We are a 'Thrive' school; our children's wellbeing and Social, Emotional and Mental Health (SEMH) is a priority and at the centre of our approach. The Thrive approach gives us the tools to develop healthy, happy confident children who are ready to learn and cope with challenges in their learning and lives. Thrive is based on the latest advances in neuroscience, attachment theory and child development with a strong focus on helping children identify and express their emotions in a healthy way.
- Children with additional SEMH needs are supported through Individual Behaviour Plans and targeted Individual Education Plans. We ensure that all adults know how to respond sensitively to their needs.
- Our Family Support Worker, SENDCO and Wellbeing Team work closely with our class teachers in supporting children with SEMH needs. This is achieved through the implementation of the Thrive approach and is supported by programmes like 'Drawing & Talking' and 'Protective Behaviours'.
- As a Thrive school we believe that all behaviour is a form of communication, we strive to support each pupil through a clear behaviour system (see below). Each form of undesirable, unwanted behaviour will be supported by positive relationships with adults.

Rewards and Consequences

To promote positive behaviour, each classroom displays a behaviour rainbow which encourages children to strive for outstanding behaviour every day. All children have their own named peg. Every child's peg is clipped on the 'Ready to Learn' section of the behaviour rainbow at the start of each day. The behaviour rainbow is displayed in each classroom and is as follows:

Outstanding!
Excellent job!
Good job!
Ready to Learn
Stop, Think, Do
Time to Reflect
Serious Consequence

Staff are trained with a script in how to approach children when discussing turning their behaviour around.

Outstanding!	Positive reinforcement
Excellent job!	Positive reinforcement
Good job!	Positive reinforcement
Ready to Learn	Positive reinforcement
Stop, Think, Do	<p>Individual support at their level - quiet and not in front of class. 'I can see you are finding this difficult...if you continue I will move your peg down. What do you need to do to get back on track?'</p> <p>'I am moving your peg down because... What do you need to do to get back on track?'</p>

<p>Time to Reflect</p> <p>Break / lunch time missed (15 minutes)</p> <p>Parent contact (Teaching staff)</p>	<p>'You are continuing to ... I am moving your peg down. What do you need to do to get back on track?'</p> <p>Individual support from teacher/TA at their level - quiet and not in front of class</p> <p>Member of the Wellbeing Team to support at break / lunch time with wellbeing work (T or TA handover)</p>
<p>Serious Consequence</p> <p>You aren't able to manage your own feelings and behaviour</p> <p>Play times that day missed, SLT informed & parent contact (from SLT).</p>	<p>'Your choices are affecting your learning and the learning of others... What do you need to do to get back on track?'</p> <p>Members of the wellbeing team to support the child with wellbeing in the child's own time / not during learning time and discuss next steps in encouraging better choices are made.</p> <p>After this, a member of SLT is informed and it is at this point that further action is decided.</p>

Promoting positive behaviour

Good behaviour must be role modelled and promoted by all staff at all times. Around school, children should be given regular, specific praise for positive behaviour. The reward system is designed to celebrate and encourage the skills and traits that are needed for children to develop a positive attitude towards their learning and development and to support them to become responsible members of the school community.

As children display positive behaviours towards our School Values, their peg is 'clipped up' the behaviour rainbow. The overall goal is to be 'clipped off' - this is where children's pegs are removed from their chart and clipped onto the collar of their shirt or onto their tie. This is to show all members of the school community, including adults, that the child has displayed outstanding behaviour and they can be congratulated accordingly.

When a child 'clips off', they gain 5 points on the Class Dojo behaviour system every time. Parents will be alerted to any positive behaviours via the Class Dojo app / website page. Children can also earn points on Class Dojo throughout the day by displaying positive behaviours for learning. Again, this is done to promote positive behaviours within the classroom and across the school.

Behaviour for Learning

Through teaching and promoting the core values, children at Freeman's learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day, in every lesson teachers ensure that the classroom is well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

In all classes positive behaviour is promoted, expected and encouraged through the use of whole class rainbows and Wow boards. Teachers all follow the principle of "praise in public, discipline in private" to support the culture of kindness.

We recognise that some children find making good choices in their behaviour challenging. If children are regularly displaying challenging behaviours they will be referred to the school's wellbeing team, their behaviour reviewed and a support programme of work is planned with an assigned member of staff.

Pupil and staff safety is paramount at Freeman's and children will be encouraged to resolve any issues within their classroom. If children are asked to leave the classroom for any reason, or leave the classroom through their own choice, they will be clearly reminded of the school's social distancing expectations and how to keep themselves and others safe.

Rewarding Behaviour During Celebration Assembly

Each week, teachers award certificates to children in their class who have demonstrated positive approaches to our School Values during Celebration Assembly. These certificates are:

- Star of the Week
- Values Champion

Children are also awarded bronze, silver and gold certificates from their Class Dojo points for their continuous positive behaviour. A bronze certificate is awarded for 50 points; a silver certificate is awarded for 100 points; and a gold certificate is awarded for 150 points.

At the end of the term, there is also a Gold Mention certificate where teachers nominate a child who has shown outstanding achievements across the course of the term.

We have four Houses: Saints, Cobblers, Steelbacks and Mercedes. These names are a celebration of sports teams based in Northamptonshire.

Class Dojo points are added up before the Friday celebration assembly - the winning House for that week is announced during the assembly. A record is kept of which house wins each term. Points from each week are accumulated across the term and the highest scoring House will earn a reward at the end of each term.

Encouraging responsibility

All children should learn to be responsible for their behaviour, their classroom and their school. To do this children are given different responsibilities as they move up through school.

These responsibilities include:

1. Roles in the classroom- taking the register, table monitors, line leaders and enders etc
2. Playground leaders - Year 5 and 6
3. School Council
4. Eco council member - Year 3 - 6
5. Head boy and Head girl-Year 6 and Deputy Head boy and Deputy Head girl-Year 6
6. Worship Leaders - Year 6
7. Community and Fundraising Leaders - Year 6

Reflection

Supporting children to reflect on their own behaviour

It is our policy for all **children to learn to take responsibility** for their behaviour and to understand the consequences of inappropriate behaviour. If children are displaying inappropriate behaviours,

they are pegged down on the rainbow. At Freeman's, we foster a culture of repair that encourages a child to consider 'how can I get back to Green and beyond?' so that children have an opportunity to improve their behaviour. Children who are moved down on the behaviour rainbow have the opportunity to move back up the rainbow when they display positive behaviours.

Following a behaviour incident, it is essential that an adult discusses the issue with the child, **not in learning time**, so that they understand how the behaviour did not follow the school rules and the consequence of their actions for themselves and others around them. They must understand how they can improve their behaviour, by reflecting on the STOP, THINK, DO process and the child must make every attempt to put right the wrong that he/she has done. This can be done by a verbal apology, a written letter of apology (written at lunchtime or playtime) or repair of any damaged property. Adults must take every opportunity to praise the child for improved behaviour following the incident. After a child has reflected and completed their consequence, their peg is moved back to Green.

Negative Class Dojo points are **not** given out to our children. This is because we want to promote positive behaviours.

All classes have a 'calm space' to support children in turning their behaviour around. This is given as an option to the child to move to the 'calm space' to help them make better choices, or they can stay where they are and reflect on how they can move back up the rainbow as well.

Supporting Reflection

Children with attachment difficulties will find self-regulating their emotions a challenge. They need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right. An adult will have to lend their "thinking brain" by talking out loud with the child.

1. *I can see that you are feeling.....I understand that this must have upset you.*
2. *When I am upset/ cross I need to.....but it is not ok to.....if you are angry you can.....*
3. *I am going to help you make the right choice and put this right.....*
4. *Plan small steps on how to correct behaviour. First we are going to..... (and complete this step), now we are going to..... We may need to voice this thinking out loud for the children.*

Only when the child has been supported to calm themselves must the consequences of the behaviour be discussed. Adults should make a clear distinction between validating the emotion whilst still highlighting the challenging behaviour and alternative positive choices for actions.

Adults reflecting on behaviour

It is essential that **all adults in school reflect on the behaviour of the children** they are working with and try to identify any underlying causes of areas of poor behaviour. Behaviour is often a reaction to events or circumstances so adults need to understand how a change to provision or practice for the group or individual can help improve behaviour.

Examples of behaviour that may require support from classroom staff, wellbeing team or the Senior Leadership Team:

Outstanding!	
Excellent job!	
Good job!	
Ready to Learn	
Stop, Think, Do	Disruptive low level behaviour in class - shouting out, distracting others, swinging on chairs, avoidance of work Running in corridors Careless damage to property Rough play Peer/friendship group issues Not following safety guidance to keep self and others safe
Time to Reflect Break / lunch time missed (15 minutes) Parent contact (Teaching staff)	Persistent low level behaviour - disruption to class Unkind behaviour towards others - name calling, excluding others from friendship groups, Aggressive verbal behaviour - shouting at others, intimidating others Persistent rough play following Stop Think Do Intentional damage to property Putting own or other's safety at risk
Serious Consequence You aren't able to manage your own feelings and behaviour Play times that day missed, SLT informed & parent contact (from SLT).	Examples include: Bullying, including Cyberbullying Racist behaviour, Physical aggression, Severe disruption to class, Swearing Homophobia Serious vandalism Bringing dangerous items into school Putting own or other's safety at serious risk

Break / Lunch Time

If a child displays positive behaviour during lunch or playtime, their peg can be moved up the rainbow - staff in the playground must communicate this to the classroom staff. If a child displays negative behaviours at break or lunch time, their peg can be moved down when they go back to their classroom. A conversation with the class teacher by the member of staff who dealt with the behaviour incident needs to happen.

Beginning and End of Day

Pupils and staff will work together as a team to make sure that all pupils have managed to achieve green or above by the end of the day. Each new day is a fresh start and all pupils will start on green. Pupils that have gone into the violet and indigo sections on the previous day will

have a 'check in' time with staff at the start of the day and be supported to be as successful as possible for the day.

School Trips

If staff feel a child presents a health and safety risk or there is a case of serious misbehaviour during a planned visit out of school, a Risk Assessment will be carried out and any concerns/decisions will be shared with parents/carers. The Headteacher will be informed and may decide to sanction the withdrawal of that pupil. In extreme cases, the Headteacher may decide that the child is unable to attend the trip at all due to the health and safety risks posed to themselves and others.

Use of Physical Intervention with Positive Handling

Some members of staff at Freeman's are fully trained in positive handling techniques and, in extreme situations, may need to use reasonable force to ensure the safety of themselves and others or to prevent pupils injuring themselves or others. Staff will make dynamic risk assessments of each individual situation and ensure that the level in which they intervene is reasonable, proportionate and necessary to the misdemeanor. Physical restraint will be used only as a last resort. If physical restraint becomes necessary to ensure the safety of the staff or pupils, trained staff will use positive handling techniques and will also call for assistance from a senior member of staff or delegated staff member. Trained staff will use the minimum restraint necessary whilst attempting to calm the situation. All pupils that require physical intervention will have a Behaviour Support Plan.

Behaviour Support Plans

At Freeman's, we understand that pupils are not a 'one size fits all'; for some pupils it may be best that they are supported with a behaviour support plan in order to assist them in being successful learners and members of the Freeman's community. If a child has a support plan they will regularly be included in reviewing their plan as well as explaining and reviewing these to parents at parents evening. If a child requires physical intervention or specific individualised support in order to help them they will have a plan. These plans will detail how all staff in school are best to manage situations including repair, reflect and post-incident learning.

Recording of Behaviour Concerns

MyConcern is used by all staff to log **significant** behaviour concerns. For less severe behaviour concerns, parents will be notified via telephone. A brief record of these behaviour incidents and telephone calls are logged by the class teacher. Where physical intervention has been necessary, a Behavioural Incident Form will be filled in on the same day by a member of the Senior Leadership team.

Bullying

"Bullying behaviour abuses an imbalance of power to repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying." (Torfaen definition 2008)

Bullying is:

- Deliberately hurtful or threatening behaviour.
- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident.
- It involves dominance of one pupil by another, or group of others. Bullying

can be:

- **Emotional:** when a person is deliberately or excludes another person by being overtly nasty or unkind. An example of emotional bullying is encouraging people not to play with somebody or making fun of somebody.
- Other examples are tormenting (e.g. hiding books, threatening gestures) and ridicule.
- **Physical:** a deliberate physical act which results in injury or hurt feelings. Examples include punching, slapping or kicking or any use of violence or threatened violence.
- **Psychological:** This is a very complex form of bullying which involves deliberate acts which cause fear or anxiety in another person.

Bullying can also be:

- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on, the issue of sexuality
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing
- **Religious:** related to religious beliefs and practices
- **Cultural:** related to cultural beliefs and practices
- **Cyber:** all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of associated technology, i.e. camera & video facilities

The school works hard to ensure that all pupils and parents know the difference between bullying and simply "falling out".

Actions to Tackle Bullying

Freeman's Endowed CE Junior Academy is a 'telling' school. Pupils are told that they must report any incidence of bullying to an adult within school when another pupil tells them that they are being bullied or if they see bullying taking place. It is their responsibility to report their knowledge to a member of staff. For more information, please read our Anti-Bullying Policy.

Cyberbullying

Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology. It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people. It can take place across age groups and target pupils, staff and others. It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. It can include messages intended as jokes, but which have a harmful or upsetting effect.

Cyberbullying may be carried out in many ways, including:

- Threatening, intimidating or upsetting text messages;
- Threatening or embarrassing pictures and video clips via mobile phone cameras;
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible;
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name;
- Menacing or upsetting responses to someone in a chat-room; Unpleasant messages sent during instant messaging;
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook) a)

At Freeman's, cyberbullying is considered as serious as any other form of bullying. Cyber bullying issues are dealt with in an appropriate manner dependent on the severity and frequency of the issue. Cyberbullying will generally be dealt with through the school's Anti-Bullying and Behaviour Policies.

Exclusions Internal Exclusion

Instances where a child has reached 'Serious Consequence' on the behaviour rainbow may necessitate an internal exclusion. This could mean that the child works in a different part of the school or works outside the Headteacher or Deputy Headteacher's office. The Headteacher or Deputy Headteacher will support the work by the Wellbeing and Classroom staff. The class teacher will provide accessible work for the child. The wellbeing team will work with the child to support the child's reintegration into class, either on the same day or on the next school day, **during the child's own time / not in learning time**. Parents will be notified if this happens and the behaviour will be logged by the Senior Leadership team.

External Fixed-term Exclusion

In more severe cases, a period of external exclusion may be necessary. This is dependent on the severity of the incident and is ultimately at the discretion of the Headteacher. The school follows the Peterborough Diocese Education Trust guidance for exclusions and this can be found on the school website.

Reintegration Meeting Following External Fixed-Term Exclusion

A meeting will be arranged with parents, Headteacher or Deputy and the child after the exclusion period ends. The aim of the meeting is to create an agreement between all parties of future expectations. Minutes of these meetings will be recorded by a member of the Senior Leadership team. The school has the right to extend the exclusion period in this meeting if the child is unwilling to comply with the expectations of the behaviour policy.

Permanent Exclusion

This extreme measure is only taken by the Headteacher and is ratified by the School's Governing Body. The school follows the Peterborough Diocese Education Trust guidance for exclusions and this can be found on the school website.