



'You cannot shake hands with a clenched fist'

Indira Gandhi

STATEMENT

At Flitwick Lower School we believe that children should be encouraged to have respect for themselves, for others and for their school. The adults in the school community are the role models for the children; they depend on adults for their moral standards and for guidance that is acceptable in any given situations. We acknowledge that each and every person who joins in the school community has a personal part to play and each person's talents will be valued and enjoyed. We will listen with care to the views and opinions of one another and value them. The children at Flitwick Lower School are encouraged to develop positive self-images, so that they believe in their ability to behave well and develop awareness of self, and sensitivity to others.

AIMS FOR BEHAVIOUR AT FLITWICK LOWER SCHOOL

- To create a warm, caring, calm, orderly and stimulating atmosphere of belonging in the school that positively promotes learning and a sense of community.
- To teach respect for individuals and the understanding that we are all different
- To ensure a consistent, positive approach to behaviour management throughout the school day from breakfast club to After school clubs
- To provide children and staff with an environment that is suitable for learning
- To ensure that the emotional, social and learning needs of individuals are addressed appropriately
- To develop an environment that is safe, physically and emotionally, for everyone in school with a real energy for enjoying learning as part of supportive community
- To praise and reward good work, behaviour and attitudes
- To encourage the active and early involvement of parents in supporting positive behaviour
- To establish clear procedures for dealing with and managing unacceptable behaviour.

SCHOOL ETHOS

Flitwick Lower School is a Values based school, and this is the key principle that underpins the whole school policy for promoting positive behaviour. In consultation with the children, staff, parents and governors at Flitwick Lower School we have developed a policy which aims to encourage children to work and play together to maintain this ethos.

- We promote an awareness of everybody's individual needs and aim for everybody to be a valued member in a community. Every child is aware of this and works together at the beginning of the year to produce a class charter.
- We expect good behaviour to be modelled by all the adults in the school and we expect everyone to take pride in their school, their class, their work, their environment and their relationships.
- We expect all staff to treat children fairly, consistently and sensitively. We ask them to listen, to hear both sides of a story and to help children find solutions to challenges in a supportive manner.
- We celebrate and praise children's achievement and success
- We value parental support in working collaboratively to find solutions to behaviour management issues
- Positive behaviour strategies and sanctions are practised in a systematic, consistent way by all adults in the school.

THE PRINCIPLES FOR BEHAVIOUR IN THE SCHOOL AND THE SCHOOL CHARTERS

All members of the school community have roles and responsibilities in promoting and abiding by these principles and charters. Appendix 3

The principles for behaviour in school have been agreed by the school community. They are:

RESPECT EACH OTHERS DIFFERENCES
RESPECT THAT EVERYONE COMES TO SCHOOL TO LEARN
RESPECT EACH OTHER'S SAFETY
RESPECT THE ADULTS AND OTHER CHILDREN IN THE SCHOOL
RESPECT THE SCHOOL ENVIRONMENT

These are the principles that inform the three charters in the school:

FLITWICK LOWER SCHOOL

Policy

Behaviour Policy



- The classroom charter
- The lunchtime charter and
- The playground charter

The classroom charter is agreed by the pupils at the start of each year; the lunchtime and playground charters are discussed and understood. These charters include the rights and responsibilities of everyone in the school.

WHAT CHILDREN CAN EXPECT OF STAFF

We believe that excellent teaching and learning promotes positive behaviour, therefore all teaching is underpinned by the school teaching and learning policy.

- At the start of each year devise a **class charter** or 'best classroom in the world' to focus on our values ethos and ensure a positive working and learning environment,
- Routines are clear and established so that they know what is expected of them at different times of the day, e.g entering the classroom, going to the toilets, cloakrooms etc.
- To be aware of the social, emotional and learning needs of the children in their class and within the school
- That they will be treated fairly and consistently when they have broken the rules or charter agreements. They will be listened to and expected to explain their actions
- Staff will model strategies for dealing with difficulties, such as thinking out loud and including children in the solution process.
- That the classrooms and playgrounds will be positive and stimulating environments
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school
- Assemblies and circle time will be used to develop our values, self-reflection and self-esteem.
- To take all bullying, sexism and racism very seriously. Children will be told when and how the issue will be dealt with. Flitwick Lower School will never tolerate bullying of any form.
- [To follow the expectations set out in the school's Covid 19 agreement](#)

WHAT ADULTS IN SCHOOL EXPECT OF CHILDREN

- To treat everyone within the school community with respect and consider their rights, both as learners, teachers, adults and children
- To follow the school's behaviour and class charters and behave appropriately. To know that sanctions will be put in place if these rules are broken at any time during the school day
- To listen to each other and to all the adults in the school and respect each other's feelings
- To attend every day, arrive on time, line up calmly, and enter school ready to learn, participate and play an active role in school.
- [To follow the expectation set out in the school's Covid 19 agreement](#)

PARENTAL/CARER SUPPORT

- To support the school in its Behaviour Policy
- To talk to their children about the school expectations of work and behaviour
- To encourage children to discuss problems
- To attend parent's evening and communicate with the school any concerns or issues which may affect their child's behaviour or learning
- To ensure that their child attends school regularly and on time.
- To support the school through the use of the home school agreement.
- [To follow the expectation set out in the school's Covid agreement \(appendix 4\)](#)

REWARDS

Our emphasis is on rewarding positive behaviours. We believe that rewards have a motivational role, helping children to see that positive behaviours and attitudes are valued. The most effective reward is praise, informal and formal, public and private to individuals and groups. Rates of praise for behaviour should be as high as for academic achievements.

Children should receive recognition daily and immediately from any member of staff for exhibiting positive attitudes which reinforce the behaviour charters and support our values based ethos.



Special Achievement Assembly

Every week class teachers nominate and celebrate the achievements of members of their class. These achievements may be academic, social or emotional. Other members of staff may also nominate individual children. These achievements are described in the assembly and each child receives a certificate which states the achievements.

Class rewards

All classes use class dojo to reward achievements by individuals and groups. These systems have been developed to ensure they meet the principles of the school and class charters. These systems accentuate the positive and children cannot lose anything they have already gained.

Head Teacher praise

This can be both orally or in the form of stickers' special certificates and/or postcards home. Children can be nominated by a member of staff or by the Head teacher.

Dealing with behaviours that challenge

The Behaviour, Not the child

It is vital that staff, focus solely on the behaviour, not the child. It is this distinction that makes the behaviour-change method effective. Staff need to make this distinction during every conversation and every interaction. The child is always all right and staff child relationship sacrosanct. It is always the behaviour alone that is not right and needs to change and always the behaviour that is sanctioned. If we sanction the behaviour it will tend to decrease: if, however, we use an "interpersonal sanction", which tells the child we are dissatisfied with him or her as a person, then we lower self-esteem, create reciprocal anger and alter the effectiveness of our sanctions. Tangible consequences are essential, and they have a major spin-off in that they help staff avoid "interpersonal sanctions" and blame.

We need to demonstrate the emotion that we want and not copy the emotion we are getting.

Actions should be for the day on which the behaviour occurred and be appropriate to the behaviour.

1. Don't run out of (or use up) the different actions
2. Always give the child a warning, a chance for the child to back down **before we implement the actions** – when warning a child attention should be drawn to the corresponding class, school charter rule
3. Always have a clear bottom limit in our heads and whatever the child does, never allow ourselves to go lower than the limit – i.e., even if we are taking the reward away a little at a time, never take all the reward away.
4. Provide concrete consequences; don't get angry (don't tell them off or try to persuade)

This rule is massively important. Concrete responses are effective but emotional responses make things worse. We may get the first bit right and make it clear what the sanction will be and what they need to do to avoid it, but if this information is given in conjunction with an angry emotional message then it is this message that is taken up, copied and mirrored back by the child.

'..... many of the problems of control that arise in the classroom are a direct consequence of the way in which the teacher acts (or reacts) toward the children concerned..... So the teacher must examine closely what is really going on in the interaction that is taking place, and by understanding its nature modify personal responses as necessary' **Tim Brighouse**

The charters are established with the children and apply throughout the school. When children do not follow these charters they understand that there are consequences and they need to take responsibilities for their actions. In an environment where respect is fundamental loss of respect or disapproval is a powerful punishment.

FLITWICK LOWER SCHOOL

Policy

Behaviour Policy



Most instances of poor behaviour are relatively minor and can be dealt with in the first instance by giving them the opportunity to rectify their behaviour by redirecting them. Examples of this are: tactical ignoring, non verbal cueing, proximity praise, charter reminders. If a child continues to make the wrong choice about their behaviour then sanctions may be necessary.

The use of actions should be characterised by certain features:

- ❖ It must be clear why the actions is being applied
- ❖ It must be made clear what changes in behaviour are required to avoid future actions
- ❖ Group situations should be avoided as they breed resentment
- ❖ There should be a clear distinction between minor and major offences
- ❖ It should be the behaviour rather than the person this is punished
- ❖ It is important that the action is not out of proportion to the offence

Actions used to redirect behaviour are:

- Use of traffic light system (Star , Green, Yellow, Red) – **see Appendix 1**
- Loss of playtime or part of playtime **under supervision** – Stage 3/4
- Loss of privilege e.g. monitor responsibility

Class based

- Removal onto a separate table/space in the classroom
- Removal, **under supervision in** to the quiet room or shared area
- Removal to partner class with work to do/complete
- Removal to a member of the Senior Leadership Team (not head teacher)
- Sent to the Head Teacher

These are sequential and should be followed in a systematic approach. At each step the child should be given the opportunity to repair their behaviour through restorative conversations. If a child has repeated minor warnings over a period of time the class teacher must speak to the child's parent(s) before behaviour escalates.

If a child's behaviour is escalating and they are not responding to your de-escalation strategies every class has a red button which is to be used to gain additional support. The button can be sent to the appropriate adult according to the stage of the sequential approach as outlined earlier and in appendix 1.

Lunchtime and playtime supervision

An occupied child is a happy child that will cut down on the number of incidences of inappropriate behaviour on the playground. Part of the teacher and lunchtime supervisors' roles is to encourage positive play and therefore their presence in the playground at playtime and lunchtime is important.

All adults in the playground should see themselves as play leaders and be engaged with the children. Adults are responsible for keeping an overview of the playground, looking for potential 'hot spots' and diffusing them if necessary.

Lunchtime supervisors interact with children encouraging them to play appropriately and cooperatively. Praise, stickers and certificates will be awarded to children for abiding by the playground charter.

Playground buddies organise games and equipment for children on a regular basis.

If a member of staff decides that a child needs to miss their playtime or lunchtime then it is up to them to arrange suitable supervision not sat outside the staffroom

INTERNAL, FIXED TERM EXTERNAL AND PERMANENT EXCLUSIONS

Incidents which warrant internal or external exclusion are at the discretion of the Head Teacher and governing body. The child will be provided work throughout internal and external exclusions. The following incidents may result in an internal or external exclusion:

- A serious attack on another pupil

FLITWICK LOWER SCHOOL

Policy

Behaviour Policy



- Physically or verbally attacking a member of staff or pupil
- Destroying school property
- Continuous disruptions to the day to day running of the school which is causing disruption to the learning of pupils

The length of the exclusion is at the discretion of the school and carried out in accordance with Central Bedfordshire Policy.

If a child does not abide by the social distancing protocols set out by the school, the school has the right to withdraw their place due to the safety of the other children and staff on site.

COMMUNICATION AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. We foster positive partnerships with parents throughout interactions and communications.

Where a child's behaviour is causing concern parents are contacted at an **early stage** to discuss the situation in order to gain an understanding of external factors that may be contributing towards it. It is important that **parents support** the school to ensure that inappropriate behaviour is dealt with quickly to prevent escalation and to ensure all pupils feel safe and happy at school.

<https://www.flitwick-lower-school.net/Covid-19-agreement.pdf>

'It takes a whole village to raise a good child'

African Proverb

Policy Agreed by staff:	January 2012
Policy Agreed by Governors:	January 2012
Last Review Date:	September 19
Next Review date:	September 20 Amended June 20
Signed:	

'I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather....'

As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or honour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised'

Haim Ginott



Appendix 1

Stages of intervention....

Procedures for classroom

Stage 1 – (Yellow) Dealt with by the class teacher initially who may apply a variety of agreed school strategies. For example, the child may be asked to think about their actions and their consequences, sit and work quietly at a table on their own, or the child may be required to spend part of his/her playtime completing work that should have been completed during the lesson. Use individual behaviour incentives if appropriate

(N.B. children who misbehave should not be sent out of the classroom where they cannot be supervised)

Stage 2 – (Red) Year group level – This is for minor repeated behaviours and disruption. The child is sent to another class to work for set period of time. They are to take work to be completed. This needs to be agreed between staff as it might not be appropriate to send a child to next class due to individual circumstances or if the teacher is an NQT or trainee.

Stage 3 – Senior Member of staff (Not Head Teacher) If the behaviour persists or for a more serious problem (e.g. refusing to comply with a teacher's reasonable requests, actions which impact negatively on other children, rudeness, repeated disruptive behaviour etc. (despite interventions at stage 1 and 2) the child will be taken to see the a senior member of staff who will discuss the situation and implement restorative approaches. This will be logged onto the behaviour log. The class teacher will contact the parents by phone to inform them of the incident and the follow up actions.

Stage 4 - The Head Teacher – This is reserved for a more serious incident e.g. an incident impacting seriously on the well-being of another child, destruction / damage of property etc. or for continually demonstrating undesirable behaviour (despite actions at stage 3). The child will be taken to the Head's office to discuss the situation and the consequences of their behaviours. They may then be put in another class for the remainder of the day or work in a quiet area of the school away from distractions. The Head Teacher will inform the parents and if necessary invite them in for a meeting to discuss the behaviours.

Stage 5 and 6 – Formal review meetings with parents to discuss the implementation of behaviour plans and if necessary to access external support to help with the child and school manage their behaviours.

Stage 7 – Implementation of the Exclusion process – fixed or permanent

The formal exclusion process may be considered by the head teacher in the event of:

- A serious incident for a child who has already had a number of stage 4 actions in that academic year or;
- *Serious breaches of the school's behaviour policy (e.g. serious actual or threatened violence against another child or a member of staff) or;
- *Allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school

All stages should be logged on the behaviour logs / incident forms Appendix 2



Procedures for playtimes / Lunchtimes

Stage 1 - Discussion with pupil, managed by staff on duty- The matter is dealt with by the member of staff on duty initially who may apply a variety of strategies

Stage 2 – Withdrawal of social time, managed by staff on duty/class teacher–For repeated bad behaviour following intervention at stage 1 or a more serious incident (such as being unkind to another pupil) the child may be asked to Stand by / walk with the member of staff on duty, for a period of time, or for the rest of playtime. The classteacher should be informed at the end of playtime by the member of staff on duty

Stage 3 –Senior Member of Staff (Not Head Teacher) If the behaviour persists or for a more serious problem (e.g. refusing to comply with the duty staff's reasonable requests, actions which impact negatively on other children, rudeness, repeated disruptive behaviour etc. (despite interventions at stage 1 and 2) the child will be taken to see a Senior member of staff

Stage 4 - The Head Teacher – This is reserved for a more serious incident e.g. an incident impacting seriously on the well-being of another child, destruction / damage of property etc. or for continually demonstrating undesirable behaviour (despite actions at stage 3). The child will be taken to the Head's office to discuss the situation with the class teacher and the consequences of their behaviours. They will then spend an agreed number of playtimes 'exited' from the playground. The Head Teacher will inform the parents and if necessary invite them in for a meeting to discuss the behaviours.

Stage 5 and 6 – Formal review meetings with parents to discuss the implementation of behaviour plans and if necessary to access external support to help with the child and school manage their behaviours. This may involve a PSP or SEND plan

Stage 7 – Implementation of the Exclusion process – fixed or permanent

The formal exclusion process may be considered by the head teacher in the event of:

- A serious incident for a child who has already had a number of stage 4 actions in that academic year or;
- *Serious breaches of the school's behaviour policy (e.g. serious actual or threatened violence against another child or a member of staff) or;
- *Allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school

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FLITWICK LOWER SCHOOL

Policy

Behaviour Policy



Appendix 2

Pupil Name :

ABC checklist

When (date time i.e. playtime, lesson time etc.)	<u>Antecedents</u> Trigger (what triggered off the behaviour? i.e. argument, dispute, being told off etc.)	<u>Behaviour</u> What happened (who was involved, how did the pupil react, what did he/she do?)	<u>Consequence/ Strategies used</u> How resolved (what action was taken, how did he/she calm down, what was said, what did he/she do to help themselves?)	<u>Behaviour Analysis</u> (what worked well, what didn't work well and what could be tried next time?)



Header

VALUES FOR PROMOTING A HAPPY, SAFE AND MOTIVATING LEARNING ENVIRONMENT
WHICH UNDERPINS OUR BEHAVIOUR POLICY AT FLITWICK LOWER SCHOOL

RESPECT EACH OTHERS DIFFERENCES



RESPECT THAT EVERYONE COMES TO SCHOOL TO LEARN

RESPECT EACH OTHERS SAFETY

RESPECT ALL THE ADULTS AND CHILDREN IN THE SCHOOL

RESPECT THE SCHOOL ENVIRONMENT



Footer

FLITWICK LOWER SCHOOL

Policy

Behaviour Policy



FLITWICK LOWER SCHOOL

Policy

Behaviour Policy

