

**Statutory  
5 years**

**Written by: SLT**

# **FURZEDOWN BEHAVIOUR POLICY**

**Next Review: Autumn 2022**

**Pupils and Curriculum**

## **INTRODUCTION**

We aim to continue to provide a stimulating and positive environment in which children can flourish and experience our core values

- Being enthusiastic about learning
- Becoming confident and proud
- Developing respect for others and the environment

## **AIMS**

- To maintain a positive, calm, purposeful and happy atmosphere within the school.
- To treat children fairly and with respect thus allowing all children to realise their full potential.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To understand their rights and responsibilities.
- To encourage parental co-operation and involvement.
- To have a consistent approach to behaviour throughout the school, to make boundaries of acceptable behaviour clear and have an understanding of appropriate rewards and sanctions.
- To follow safeguarding procedures to ensure children are protected.

## **IMPLEMENTATION**

- Home School Agreement including child, parent and school responsibility.
- Worry Box – Bully Buddies, playground friends.
- Purple books system - Midday Supervisors.
- School rule booklet for parents of all new entrants.
- Class Charter, Children's Rights and Responsibilities .
- Support network – targeted classroom assistant support where needed, social skills, learning mentor.
- External Agencies – Play therapy.
- Any behaviour incidences/issues, both positive and negative, are raised and discussed in whole school assemblies.
- Modelling appropriate behaviour and reinforcement of social behaviour.
- Use of positive reinforcements and praise, use behaviour modification strategies.
- Clear hierarchy of action – Appendix 1.
- Weekly timetabled PHSE and Citizenship lessons.
- Clear and consistent expectations throughout the school and by all staff.
- Sanction book.
- Behaviour incidents recorded electronically.
- Good News Certificates – consistent good work/behaviour recorded electronically.
- Class incident book.
- Act on any safeguarding issues promptly.
- Head's Reward Box.
- Staff induction, performance management and appraisal targets.
- Individual home/school behaviour logs as necessary.

## **MONITORING AND ASSESSMENT**

- Head/SLT monitors sanction book and purple books re: behaviour weekly.
- Behaviour logs monitored and recorded on individual computerised system – both positive and negative
- Good news certificates given out weekly in assembly and sent home.
- Class teachers assessing individual behaviour and its effects on learning – class monitoring sheets.
- IEP's links with SENCO and Outside Agencies.
- Monitor playground / minor injuries.
- Children's questionnaire about how safe they feel in school, their behaviour and others.
- Exclusions are an agenda item on Pupils and Curriculum sub-committee and full Governor meetings each term.

## **PERFORMANCE INDICATORS**

- Children behave well in class and around the school.
- Children have a clear understanding of school expectations and take responsibility for their behaviour.
- Parental/ carer co-operation.
- No internal and external exclusions.
- Safe and secure environment – SOWB (Signs of Well Being) Policy.
- Appendices 1. What to do.  
2. Strategies for resolving conflict.

## **POSITIVE APPROACHES**

- Aim to ensure that all pupils experience success.
- Positivity is communicated through the relationships and expectations of behaviour.
- Aim to ensure that pupils feel recognised as individuals and unique people who have things to offer as well as to learn (in particular for twins, close siblings).
- Positive behaviour and modification strategies in place, staff training.
- Climate of mutual respect established.

## **STRATEGIES FOR POSITIVE ENCOURAGEMENT**

- Praise when marking.
- Sharing their good work in class and assembly.
- Celebration assembly.
- Positive feedback to parents (verbal and written).
- Good news certificates including certificates from TA's rewarding children for good behaviour in the playground.
- Head teacher's rewards – stickers/prizes.
- Use of encouraging stamps / stickers.
- Home/School Agreement.
- Keeping all staff informed/involved – staff /student induction.

## **REPEATED OR PERSISTENT MISBEHAVIOUR**

Where there is repeated or persistent misbehaviour the following will apply:

- Withdrawal of privileges e.g. playtime.
- Notes made in Sanction Book\*
- Entry in purple book - (midday supervisors).\*
- Informal contact with parents - (keep notes).
- Period of time in another class.
- Involvement of Head/Deputy.
- Home/school liaison book involving all staff with contact with the child and parent.
- Formal contact with parents, class teacher, senior management, head teacher (keep dated notes).
- Outside agencies – behavioural support services.
- Internal Exclusion.
- In extreme circumstances, in the unlikely event of not being able to manage a child's behaviour or learning, we will refer to Wandsworth's Exclusion policy.

*\*Monitored regularly by head and SLT.*

## **SUDDEN, DANGEROUS OR UNCONTROLLABLE BEHAVIOUR**

It is recommended that teachers use reasonable restraint against pupils whose behaviour puts them or others in danger.

- See Use of Force to Control or Restrain guidelines.
- See Safeguarding and Keeping Children Safe in Education Policy
- Staff trained on how to restrain pupils.

## WHAT TO DO

Pupils do not misbehave if they are on task.

Pupils tend to be engaged in tasks if:

- The tasks are meaningful.
- The level of challenge is appropriate, i.e. not too easy so that the pupil becomes bored or not too hard so that the pupil feels overwhelmed.
- The pupils have a clear sense of short term and long term goals.
- The pupils receive positive feedback leading to a growing sense of confidence.
- They have high self-esteem, as they feel valued and are developing a growing sense of competence.
- Pupils need to feel physically and emotionally safe and secure.

### BEHAVIOURS TO BE ADDRESSED

Some examples: moving out of work areas, wandering about, calling out, interrupting teachers, interrupting or distracting other pupils, ignoring minor instructions, answering back.

#### FIRST TIME

A look, a gesture, a word, point to the displayed rule.

Move closer to them/encouragement/focus on work rather than comment on misbehaviour (i.e. what's the next thing you have to do).

#### SECOND TIME

Name and question/humorous , de-escalating response/reminder of the rule/repeat the instruction/clear descriptions of desired behaviour/warning of the implication of breaking the rule one further time.

(n.b. keep your word - always make sure you can manage what you warn).

If this behaviour continues.

### SANCTIONS

These might be:

1. Kept in at playtime / part of playtime.
2. Being moved.
3. Completing unfinished work at playtime.
4. Spending time in another class.
5. Sent to senior member of staff.
6. Write account of what happened and what they should have done
7. Internal exclusion.
8. Serious behaviour incident form completed.

**THESE NEED TO BE DECIDED BY EACH CLASS TEACHER AND BE CLEAR TO ALL CHILDREN.**

## Appendix 2

### **STRATEGIES FOR RESOLVING CONFLICT BETWEEN CHILDREN – 3 STEPS**

- Everyone listens with no interruptions.
- They are encouraged to maintain eye contact.
- Each child has a turn to say:-
  1. What the other(s) has/have done to upset them
  2. How they feel about it.
  3. How they would like them to behave in future.
  
- No one is allowed to interrupt or argue.
- Everyone takes turns.
- The adults act as a referee - not as part of the discussion.
  
- We make sure:-
  1. that turns are taken
  2. that children keep to the three steps
  3. that they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, the adult can make the judgement and take appropriate action.